

**Karen B. Salmon, Ph.D.**

State Superintendent of Schools

Maryland Report Card

## **2016 Progress Report**

State and School Systems



### **Maryland State Department of Education**

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**[Reportcard.msde.maryland.gov](http://Reportcard.msde.maryland.gov)**

# An Introduction from the State Superintendent of Schools....



As State Superintendent of Schools for one of the leading public school systems in the nation, I am pleased to present this 2016 Maryland School Performance Report for the State and its 24 local school systems.

The Every Student Succeeds Act (ESSA), signed into law in December 2015, reauthorized and updated the Elementary and Secondary Education Act (ESEA). The new law provides states more authority on standards, assessments, accountability, supports, and interventions. Maryland is in the process of gathering input and developing a Consolidated State Plan for the implementation of this law which, upon approval, will be implemented in the 2017-18 school year. Information about this work can be found at <http://marylandpublicschools.org>

During the transition to ESSA, Maryland will continue to publish information about the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, as well as the Maryland School Assessment (MSA) Science and High School Assessment (HSA) highlights. Graduation, demographic, enrollment, and attendance data, and other supporting facts are also available. We will continue to update 2016 data as it becomes available throughout the year.

On behalf of all of our educators and students, I encourage and appreciate your continued engagement as we work to strengthen every classroom and every school in Maryland.

Best Regards,

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

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Attendance Rate %	State 2016	State 2015
Elementary	95.6	95.4
Middle	95.1	95.0
High	92.4	92.4

Cohort Graduation Rate%		
2016 (4-Year Rate)	87.61	
2015 (4-Year Rate)		86.98
2015 (5-Year Rate)	89.11	

Teacher Qualifications	State 2016	State 2015
<b>% of certificates:</b>		
Standard Professional	25.6	27.4
Advanced Professional	61.9	65.2
Resident Teacher	1.0	1.1
Conditional Teacher	1.5	1.5

% of classes NOT taught by highly qualified teachers		
All Quartiles	8.9	8.4
Elementary Low Poverty	3.3	2.9
Elementary High Poverty	11.2	10.5
Secondary Low Poverty	7.0	6.7
Secondary High Poverty	17.1	17.7

## Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

## Cohort Graduation Rate

The U.S. Department of Education requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2016 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2012 and graduating no later than 2016. The cohort graduation rate data for 2015 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2011 and graduating no later than 2015. The 2015 5-year rate is the same cohort graduating no later than 2016.

## Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the Elementary and Secondary Education Act (ESEA) as modified by the No Child Left Behind Act (NCLB). The core academic subjects are English, reading or language arts, mathematics, science, world languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

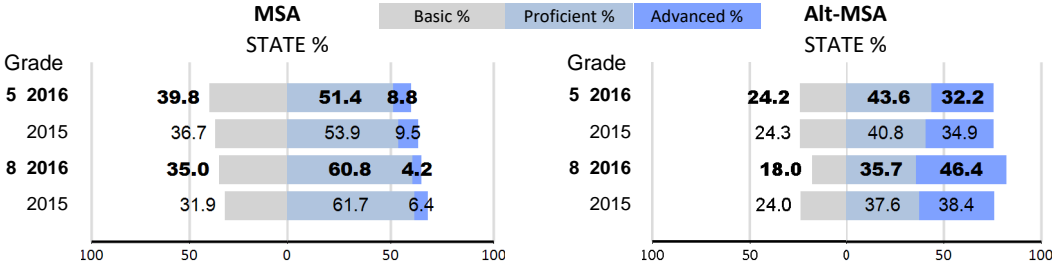
**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

# Maryland State

## MSA Science and Alt-MSA Science Proficiency Levels

Science



### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

## PARCC Assessment Performance Results Summary - 2016

Performance Level											
	TESTED	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	67758	14642	21.6	12875	19.0	14832	21.9	22400	33.1	3009	4.4
English/Language Arts 4	65915	9423	14.3	12473	18.9	17407	26.4	21111	32.0	5501	8.3
English/Language Arts 5	64302	8361	13.0	13596	21.1	17021	26.5	23274	36.2	2050	3.2
English/Language Arts 6	63151	8417	13.3	12845	20.3	18481	29.3	20609	32.6	2799	4.4
English/Language Arts 7	62649	10082	16.1	12051	19.2	15795	25.2	18566	29.6	6155	9.8
English/Language Arts 8	62048	10980	17.7	11918	19.2	15200	24.5	20236	32.6	3714	6.0
English/Language Arts 10	63105	13802	21.9	9163	14.5	12114	19.2	18946	30.0	9080	14.4
English/Language Arts 11	20201	4137	20.5	3906	19.3	4634	22.9	5808	28.8	1716	8.5
Mathematics 3	67892	9452	13.9	12764	18.8	15776	23.2	22745	33.5	7155	10.5
Mathematics 4	66022	9656	14.6	15482	23.4	16445	24.9	21850	33.1	2589	3.9
Mathematics 5	64423	7918	12.3	15879	24.6	17049	26.5	19815	30.8	3762	5.8
Mathematics 6	63022	9504	15.1	16028	25.4	16946	26.9	17570	27.9	2974	4.7
Mathematics 7	53710	8059	15.0	15190	28.3	17456	32.5	11999	22.3	1006	1.9
Mathematics 8	43366	12915	29.8	11633	26.8	9317	21.5	8332	19.2	1169	2.7
Algebra I	67151	10068	15.0	16817	25.0	16342	24.3	22186	33.0	1738	2.6
Algebra II	22684	7296	32.2	4869	21.5	4450	19.6	5694	25.1	375	1.7
Geometry	6267	691	11.0	1692	27.0	1436	22.9	1944	31.0	504	8.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	65995	65535	99.3	68624	68294	99.5
English/Language Arts 4	64702	64255	99.3	66761	66479	99.6
English/Language Arts 5	64189	63763	99.3	65127	64847	99.6
English/Language Arts 6	63368	62551	98.7	64366	63770	99.1
English/Language Arts 7	62810	61713	98.3	64075	63266	98.7
English/Language Arts 8	61206	59780	97.7	63592	62589	98.4
Mathematics 3	65999	65594	99.4	68621	68269	99.5
Mathematics 4	64675	64290	99.4	66728	66406	99.5
Mathematics 5	64209	63828	99.4	65104	64799	99.5
Mathematics 6	62950	62194	98.8	64113	63438	98.9
Mathematics 7	56040	55010	98.2	54998	54125	98.4
Mathematics 8	42458	41166	97.0	44793	43707	97.6

Visit [reportcard.msde.maryland.gov](http://reportcard.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# 2016 PRIORITY and FOCUS SCHOOLS

## Priority Schools (24)

In 2016-2017 Maryland identified Priority Schools as those schools that were five percent of all the Title I schools that are the lowest performing schools and/or have graduation rates below 67 percent or are schools that receive Title I school improvement grant (SIG) funds under Section 1003g. Priority schools analyze their needs assessment and develop intervention plans based on the Maryland Turnaround Principles model. The plans must include strategies for ensuring strong leadership, effective teachers and instruction, additional time for student learning, a safe school environment, family and community engagement, and strengthening the instructional programs. These Priority and SIG schools receive support from Title I and Maryland's statewide system of support to improve the overall school performance and increase the graduation rate.

### Baltimore City (21)

#### Elementary schools

Augusta Fells Savage Institute of Visual Arts High  
Brehms Lane Elementary  
Eutaw-Marshburn Elementary  
Frederick Elementary  
Furman Templeton Preparatory Academy  
Gilmor Elementary  
Harford Heights Elementary  
Mary E. Rodman Elementary  
The Historic Samuel Coleridge-Taylor Elementary

#### Middle schools

Baltimore I.T. Academy  
Booker T. Washington Middle

#### High schools

Augusta Fells Savage Institute of Visual Arts  
Benjamin Franklin High School at Masonville Cove  
Frederick Douglass High

### Elementary/Middle schools

Arundel Elementary/Middle  
Harlem Park Elementary  
Hazelwood Elementary/Middle  
James McHenry Elementary  
**Middle/High schools**  
Academy for College and Career Exploration  
Friendship Academy of Engineering and Technology  
K.A.S.A. (Knowledge And Success Academy)  
New Era Academy

### Baltimore County (1)

#### Middle schools

Lansdowne Middle

### Prince George's County (2)

#### Middle schools

William Wirt Middle

#### High schools

High Point High

## Focus Schools (41)

In 2016-2017 Maryland identified Focus Schools as those schools in the top 10 percent of Title I schools with the largest within-school gaps between the highest -achieving student group and the lowest achieving student group. The Focus schools are expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and Local Education Agency (LEAs) to address their identified areas of need through professional development, instructional transformation, parent engagement, and the development of other specialized strategies that they deem necessary. These improvement measures will be monitored by LEAs and MSDE to ensure that they are effective in closing the gaps, thus improving the overall performance of the school.

### Anne Arundel County (1)

Georgetown East Elementary

### Baltimore City (3)

#### Elementary/Middle schools

Armistead Gardens Elementary  
Hampstead Hill Academy  
Patterson Park Public Charter School

### Baltimore County (5)

#### Elementary schools

Chadwick Elementary  
Halethorpe Elementary  
Padonia International Elementary  
Pleasant Plains Elementary  
Shady Spring Elementary

### Calvert County (1)

#### Elementary schools

Barstow Elementary

### Caroline County (1)

#### Elementary schools

Ridgely Elementary School

### Charles County (3)

#### Elementary schools

Dr. Gustavus Brown Elementary  
Dr. Samuel A. Mudd Elementary School  
Mt Hope/Nanjemoy Elementary School

### Frederick County (5)

#### Elementary schools

Lincoln Elementary  
Monocacy Elementary  
North Frederick Elementary  
Orchard Grove Elementary  
Spring Ridge Elementary

### Harford County (2)

#### Elementary schools

G. Lisby Elementary at Hillsdale  
Havre de Grace Elementary

### Howard County (7)

#### Elementary schools

Deep Run Elementary  
Laurel Woods Elementary  
Longfellow Elementary  
Phelps Luck Elementary  
Running Brook Elementary  
Swansfield Elementary  
Talbot Springs Elementary

### Montgomery County (7)

#### Elementary schools

Brown Station Elementary  
Gaithersburg Elementary  
Jackson Road Elementary  
Oak View Elementary  
Rolling Terrace Elementary  
Sargent Shriver Elementary  
Weller Road Elementary

### Prince George's County (3)

#### Middle schools

Charles Carroll Middle  
Hyattsville Middle  
Oxon Hill Middle

### Queen Anne's County (1)

#### Elementary schools

Grasonville Elementary School

### Saint Mary's County (1)

#### Elementary schools

Lexington Park Elementary

### Talbot County (1)

#### Elementary schools

Easton Elementary

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.8	≥ 95.0	95.6	95.4
Middle	94.1	94.3	95.1	95.0
High	93.2	93.6	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	90.24		87.61	
2015 (4-Year Rate)		92.06		86.98
2015 (5-Year Rate)	92.49		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	10.2	11.0	25.6	27.4
Advanced Professional	86.0	88.3	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	0.6	0.4	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	0.0	0.0	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	0.6	0.0	17.1	17.7

Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	650	67758	116	14642	17.8	21.6	131	12875	20.2	19.0	155	14832	23.8	21.9	231	22400	35.5	33.1	*	3009
English/Language Arts 4	635	65915	53	9423	8.3	14.3	113	12473	17.8	18.9	176	17407	27.7	26.4	233	21111	36.7	32.0	60	5501
English/Language Arts 5	591	64302	51	8361	8.6	13.0	112	13596	19.0	21.1	175	17021	29.6	26.5	227	23274	38.4	36.2	*	2050
English/Language Arts 6	643	63151	87	8417	13.5	13.3	161	12845	25.0	20.3	208	18481	32.3	29.3	172	20609	26.7	32.6	*	2799
English/Language Arts 7	610	62649	120	10082	19.7	16.1	130	12051	21.3	19.2	171	15795	28.0	25.2	163	18566	26.7	29.6	*	6155
English/Language Arts 8	626	62048	119	10980	19.0	17.7	135	11918	21.6	19.2	161	15200	25.7	24.5	194	20236	31.0	32.6	*	3714
English/Language Arts 10	693	63105	134	13802	19.3	21.9	108	9163	15.6	14.5	164	12114	23.7	19.2	221	18946	31.9	30.0	66	9080
English/Language Arts 11	360	20201	82	4137	22.8	20.5	94	3906	26.1	19.3	109	4634	30.3	22.9	72	5808	20.0	28.8	*	1716
Mathematics 3	649	67892	103	9452	15.9	13.9	124	12764	19.1	18.8	156	15776	24.0	23.2	218	22745	33.6	33.5	48	7155
Mathematics 4	635	66022	72	9656	11.3	14.6	126	15482	19.8	23.4	166	16445	26.1	24.9	258	21850	40.6	33.1	*	2589
Mathematics 5	589	64423	55	7918	9.3	12.3	150	15879	25.5	24.6	176	17049	29.9	26.5	173	19815	29.4	30.8	35	3762
Mathematics 6	641	63022	93	9504	14.5	15.1	164	16028	25.6	25.4	182	16946	28.4	26.9	180	17570	28.1	27.9	*	2974
Mathematics 7	610	53710	78	8059	12.8	15.0	144	15190	23.6	28.3	187	17456	30.7	32.5	190	11999	31.1	22.3	*	1006
Mathematics 8	432	43366	121	12915	28.0	29.8	109	11633	25.2	26.8	116	9317	26.9	21.5	84	8332	19.4	19.2	*	1169
Algebra I	603	67151	101	10068	16.7	15.0	171	16817	28.4	25.0	144	16342	23.9	24.3	169	22186	28.0	33.0	*	1738
Algebra II	579	22684	119	7296	20.6	32.2	182	4869	31.4	21.5	143	4450	24.7	19.6	129	5694	22.3	25.1	*	375
Geometry	81	6267	30	691	37.0	11.0	48	1692	59.3	27.0	*	1436	≤5.0	22.9	*	1944	≤5.0	31.0	*	504

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

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- Level 4: Met expectations
- Level 5: Exceeded expectations



## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	623	*	>= 95.0	651	*	>= 95.0
English/Language Arts 4	599	*	>= 95.0	637	*	>= 95.0
English/Language Arts 5	662	*	>= 95.0	591	*	>= 95.0
English/Language Arts 6	613	*	>= 95.0	643	*	>= 95.0
English/Language Arts 7	617	*	>= 95.0	613	*	>= 95.0
English/Language Arts 8	624	*	>= 95.0	628	*	>= 95.0
Mathematics 3	622	*	>= 95.0	651	*	>= 95.0
Mathematics 4	599	*	>= 95.0	637	*	>= 95.0
Mathematics 5	662	*	>= 95.0	591	*	>= 95.0
Mathematics 6	614	*	>= 95.0	643	*	>= 95.0
Mathematics 7	615	*	>= 95.0	613	*	>= 95.0
Mathematics 8	396	*	>= 95.0	434	*	>= 95.0

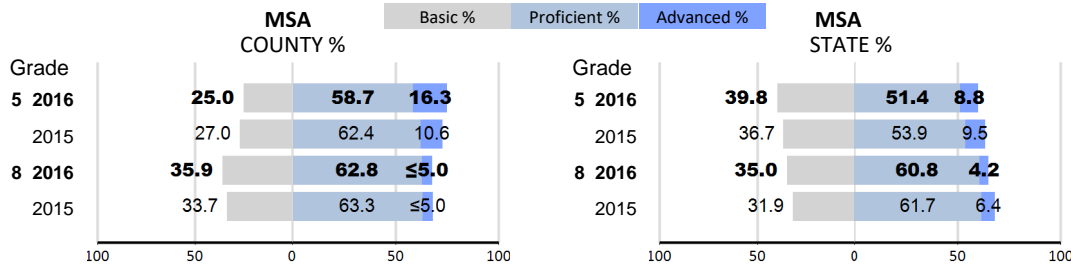
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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Allegany County

## MSA Science Proficiency Levels

Science

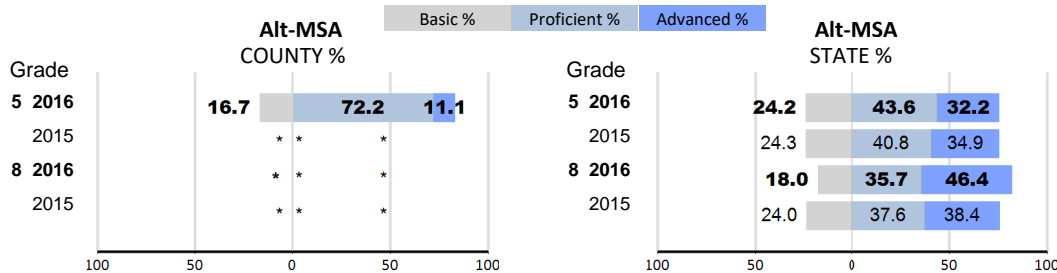


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Anne Arundel County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	93.0	93.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	89.08		87.61	
2015 (4-Year Rate)		88.00		86.98
2015 (5-Year Rate)	89.93		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	28.0	30.1	25.6	27.4
Advanced Professional	60.1	66.3	61.9	65.2
Resident Teacher	0.2	0.3	1.0	1.1
Conditional Teacher	1.7	1.9	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	7.9	6.5	8.9	8.4
Elementary Low Poverty	4.9	3.7	3.3	2.9
Elementary High Poverty	1.9	0.5	11.2	10.5
Secondary Low Poverty	9.1	8.1	7.0	6.7
Secondary High Poverty	21.6	15.9	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State		
English/Language Arts 3	6434	67758	791	14642	12.3	21.6	897	12875	13.9	19.0	1293	14832	20.1	21.9	2971	22400	46.2	33.1	482	3009	7.5	4.4	
English/Language Arts 4	6101	65915	546	9423	8.9	14.3	952	12473	15.6	18.9	1583	17407	25.9	26.4	2263	21111	37.1	32.0	757	5501	12.4	8.3	
English/Language Arts 5	5949	64302	460	8361	7.7	13.0	1002	13596	16.8	21.1	1511	17021	25.4	26.5	2686	23274	45.2	36.2	*	2050	≤5.0	3.2	
English/Language Arts 6	5870	63151	706	8417	12.0	13.3	1150	12845	19.6	20.3	1699	18481	28.9	29.3	2038	20609	34.7	32.6	*	2799	≤5.0	4.4	
English/Language Arts 7	5822	62649	729	10082	12.5	16.1	1015	12051	17.4	19.2	1465	15795	25.2	25.2	1973	18566	33.9	29.6	640	6155	11.0	9.8	
English/Language Arts 8	5709	62048	910	10980	15.9	17.7	1068	11918	18.7	19.2	1364	15200	23.9	24.5	1966	20236	34.4	32.6	401	3714	7.0	6.0	
English/Language Arts 10	5569	63105	1103	13802	19.8	21.9	812	9163	14.6	14.5	1121	12114	20.1	19.2	1856	18946	33.3	30.0	677	9080	12.2	14.4	
English/Language Arts 11	*	20201	*	4137	*	20.5	*	3906	*	19.3	*	4634	*	22.9	*	5808	*	28.8	*	1716	*	8.5	
Mathematics 3	6436	67892	587	9452	9.1	13.9	1117	12764	17.4	18.8	1577	15776	24.5	23.2	2387	22745	37.1	33.5	768	7155	11.9	10.5	
Mathematics 4	6112	66022	617	9656	10.1	14.6	1284	15482	21.0	23.4	1646	16445	26.9	24.9	2356	21850	38.5	33.1	*	2589	≤5.0	3.9	
Mathematics 5	5949	64423	443	7918	7.4	12.3	1184	15879	19.9	24.6	1677	17049	28.2	26.5	2260	19815	38.0	30.8	385	3762	6.5	5.8	
Mathematics 6	5858	63022	721	9504	12.3	15.1	1441	16028	24.6	25.4	1585	16946	27.1	26.9	1845	17570	31.5	27.9	*	2974	≤5.0	4.7	
Mathematics 7	5773	53710	493	8059	8.5	15.0	1332	15190	23.1	28.3	2025	17456	35.1	32.5	1774	11999	30.7	22.3	*	1006	≤5.0	1.9	
Mathematics 8	3145	43366	968	12915	30.8	29.8	1118	11633	35.5	26.8	759	9317	24.1	21.5	299	8332	9.5	19.2	*	1169	≤5.0	2.7	
Algebra I	6230	67151	663	10068	10.6	15.0	1207	16817	19.4	25.0	1609	16342	25.8	24.3	2562	22186	41.1	33.0	*	1738	≤5.0	2.6	
Algebra II	55	22684	7	7296	12.7	32.2	3	4869	5.5	21.5	9	4450	16.4	19.6	35	5694	63.6	25.1	*	375	≤5.0	1.7	
Geometry	75	6267	*	691	≤5.0	11.0	14	1692	18.7	27.0	18	1436	24.0	22.9	33	1944	44.0	31.0	7	504	9.3	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	6091	*	>= 95.0	6477	*	>= 95.0
English/Language Arts 4	5935	*	>= 95.0	6143	*	>= 95.0
English/Language Arts 5	5972	*	>= 95.0	5981	*	>= 95.0
English/Language Arts 6	5871	*	>= 95.0	5943	*	>= 95.0
English/Language Arts 7	5799	*	>= 95.0	5919	*	>= 95.0
English/Language Arts 8	5625	*	>= 95.0	5843	*	>= 95.0
Mathematics 3	6091	*	>= 95.0	6476	*	>= 95.0
Mathematics 4	5937	*	>= 95.0	6146	*	>= 95.0
Mathematics 5	5970	*	>= 95.0	5982	*	>= 95.0
Mathematics 6	5817	*	>= 95.0	5917	*	>= 95.0
Mathematics 7	5770	*	>= 95.0	5856	*	>= 95.0
Mathematics 8	3486	*	>= 95.0	3270	*	>= 95.0

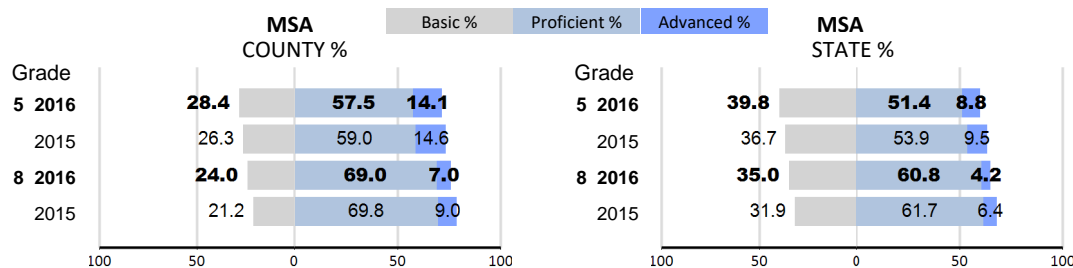
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Anne Arundel County

## MSA Science Proficiency Levels

Science

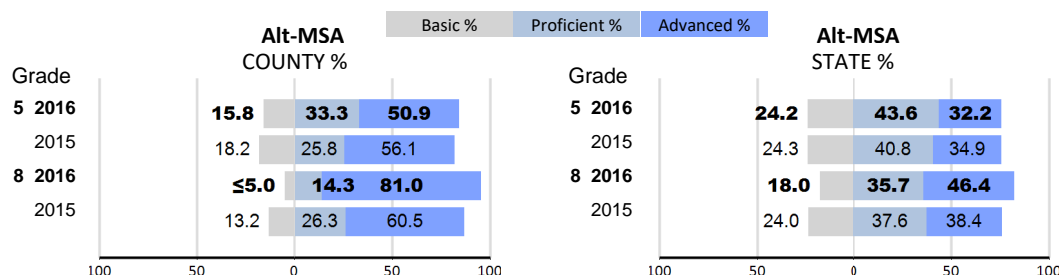


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	93.7	93.0	95.6	95.4
Middle	92.3	92.1	95.1	95.0
High	82.4	82.4	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	70.65		87.61	
2015 (4-Year Rate)		69.52		86.98
2015 (5-Year Rate)	74.83		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	24.7	26.6	25.6	27.4
Advanced Professional	45.8	49.2	61.9	65.2
Resident Teacher	6.3	7.4	1.0	1.1
Conditional Teacher	2.4	2.3	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	22.1	20.8	8.9	8.4
Elementary Low Poverty	15.4	0.0	3.3	2.9
Elementary High Poverty	20.5	18.6	11.2	10.5
Secondary Low Poverty	50.9	*	7.0	6.7
Secondary High Poverty	25.7	25.2	17.1	17.7

## Performance Level

	Level 1		Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations		Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	6469	67758	3130	14642	48.4	21.6	1506	12875	23.3	19.0	1063	14832	16.4	21.9	737	22400	11.4	33.1
English/Language Arts 4	6082	65915	2098	9423	34.5	14.3	1703	12473	28.0	18.9	1405	17407	23.1	26.4	815	21111	13.4	32.0
English/Language Arts 5	5792	64302	1883	8361	32.5	13.0	1904	13596	32.9	21.1	1325	17021	22.9	26.5	657	23274	11.3	36.2
English/Language Arts 6	5502	63151	1692	8417	30.8	13.3	1689	12845	30.7	20.3	1385	18481	25.2	29.3	673	20609	12.2	32.6
English/Language Arts 7	5205	62649	1789	10082	34.4	16.1	1429	12051	27.5	19.2	1163	15795	22.3	25.2	685	18566	13.2	29.6
English/Language Arts 8	4992	62048	1885	10980	37.8	17.7	1271	11918	25.5	19.2	1092	15200	21.9	24.5	663	20236	13.3	32.6
English/Language Arts 10	4614	63105	2319	13802	50.3	21.9	807	9163	17.5	14.5	681	12114	14.8	19.2	593	18946	12.9	30.0
English/Language Arts 11	3383	20201	1237	4137	36.6	20.5	810	3906	23.9	19.3	649	4634	19.2	22.9	589	5808	17.4	28.8
Mathematics 3	6487	67892	2098	9452	32.3	13.9	1718	12764	26.5	18.8	1431	15776	22.1	23.2	1109	22745	17.1	33.5
Mathematics 4	6100	66022	2156	9656	35.3	14.6	2001	15482	32.8	23.4	1176	16445	19.3	24.9	732	21850	12.0	33.1
Mathematics 5	5813	64423	1753	7918	30.2	12.3	2055	15879	35.4	24.6	1232	17049	21.2	26.5	716	19815	12.3	30.8
Mathematics 6	5518	63022	2130	9504	38.6	15.1	1914	16028	34.7	25.4	1013	16946	18.4	26.9	428	17570	7.8	27.9
Mathematics 7	5228	53710	1664	8059	31.8	15.0	1921	15190	36.7	28.3	1139	17456	21.8	32.5	455	11999	8.7	22.3
Mathematics 8	4551	43366	2363	12915	51.9	29.8	1269	11633	27.9	26.8	640	9317	14.1	21.5	273	8332	6.0	19.2
Algebra I	5103	67151	1626	10068	31.9	15.0	1816	16817	35.6	25.0	939	16342	18.4	24.3	671	22186	13.1	33.0
Algebra II	3257	22684	2222	7296	68.2	32.2	567	4869	17.4	21.5	286	4450	8.8	19.6	*	5694	≤5.0	25.1
Geometry	10	6267	4	691	40.0	11.0	6	1692	60.0	27.0	*	1436	≤5.0	22.9	*	1944	≤5.0	31.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	6434	*	>= 95.0	6593	*	>= 95.0
English/Language Arts 4	6084	*	>= 95.0	6181	*	>= 95.0
English/Language Arts 5	5888	*	>= 95.0	5887	*	>= 95.0
English/Language Arts 6	5628	5307	94.3	5704	*	>= 95.0
English/Language Arts 7	5464	5024	91.9	5451	*	>= 95.0
English/Language Arts 8	5306	4765	89.8	5320	5026	94.5
Mathematics 3	6437	*	>= 95.0	6590	*	>= 95.0
Mathematics 4	6087	*	>= 95.0	6184	*	>= 95.0
Mathematics 5	5888	*	>= 95.0	5886	*	>= 95.0
Mathematics 6	5631	5335	94.7	5708	*	>= 95.0
Mathematics 7	5466	5094	93.2	5450	*	>= 95.0
Mathematics 8	4832	4371	90.5	4836	4551	94.1

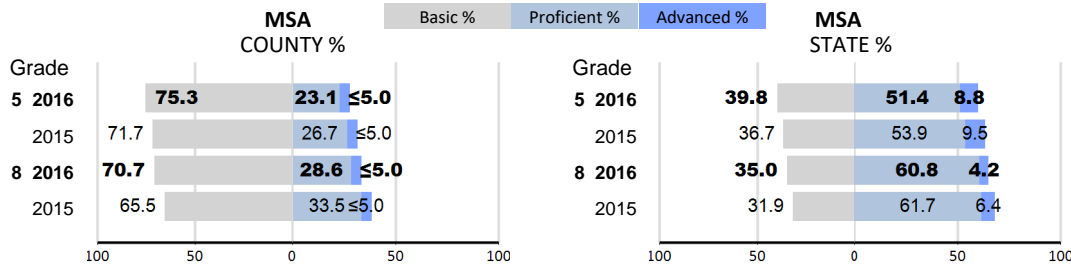
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Baltimore City

## MSA Science Proficiency Levels

Science

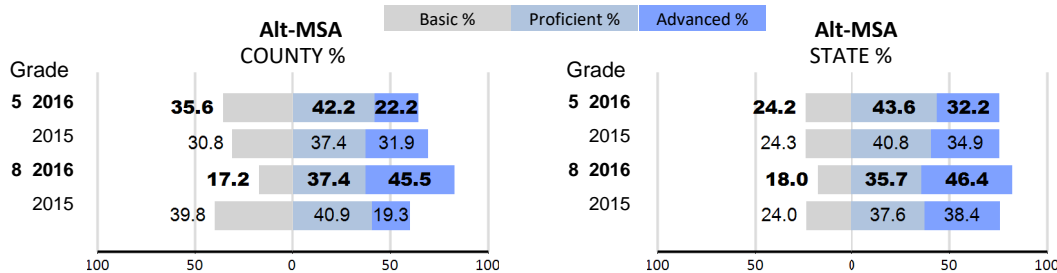


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.



# Baltimore County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	94.8	95.1	95.0
High	92.2	92.1	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	89.17		87.61	
2015 (4-Year Rate)		87.78		86.98
2015 (5-Year Rate)	89.15		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	26.4	28.2	25.6	27.4
Advanced Professional	62.6	66.9	61.9	65.2
Resident Teacher	0.3	0.3	1.0	1.1
Conditional Teacher	1.5	1.7	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	7.9	7.4	8.9	8.4
Elementary Low Poverty	3.0	2.7	3.3	2.9
Elementary High Poverty	2.8	0.6	11.2	10.5
Secondary Low Poverty	10.2	8.7	7.0	6.7
Secondary High Poverty	10.5	12.4	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	8829	67758	1767	14642	20.0	21.6	1818	12875	20.6	19.0	2050	14832	23.2	21.9	2803	22400	31.7	33.1	*	3009
English/Language Arts 4	8608	65915	1191	9423	13.8	14.3	1775	12473	20.6	18.9	2423	17407	28.1	26.4	2568	21111	29.8	32.0	651	5501
English/Language Arts 5	8471	64302	1004	8361	11.9	13.0	1890	13596	22.3	21.1	2373	17021	28.0	26.5	2965	23274	35.0	36.2	*	2050
English/Language Arts 6	7820	63151	1185	8417	15.2	13.3	1700	12845	21.7	20.3	2340	18481	29.9	29.3	2344	20609	30.0	32.6	*	2799
English/Language Arts 7	7847	62649	1482	10082	18.9	16.1	1733	12051	22.1	19.2	2018	15795	25.7	25.2	2017	18566	25.7	29.6	597	6155
English/Language Arts 8	7634	62048	1429	10980	18.7	17.7	1731	11918	22.7	19.2	2018	15200	26.4	24.5	2140	20236	28.0	32.6	*	3714
English/Language Arts 10	7652	63105	1776	13802	23.2	21.9	1231	9163	16.1	14.5	1434	12114	18.7	19.2	2189	18946	28.6	30.0	1022	9080
English/Language Arts 11	26	20201	19	4137	73.1	20.5	4	3906	15.4	19.3	3	4634	11.5	22.9	*	5808	≤5.0	28.8	*	1716
Mathematics 3	8889	67892	1065	9452	12.0	13.9	1641	12764	18.5	18.8	2063	15776	23.2	23.2	3071	22745	34.5	33.5	1049	7155
Mathematics 4	8663	66022	1277	9656	14.7	14.6	2141	15482	24.7	23.4	2151	16445	24.8	24.9	2781	21850	32.1	33.1	*	2589
Mathematics 5	8534	64423	958	7918	11.2	12.3	2176	15879	25.5	24.6	2354	17049	27.6	26.5	2673	19815	31.3	30.8	*	3762
Mathematics 6	7863	63022	1371	9504	17.4	15.1	2399	16028	30.5	25.4	2146	16946	27.3	26.9	1750	17570	22.3	27.9	*	2974
Mathematics 7	5909	53710	1215	8059	20.6	15.0	2274	15190	38.5	28.3	1897	17456	32.1	32.5	506	11999	8.6	22.3	*	1006
Mathematics 8	4154	43366	1466	12915	35.3	29.8	854	11633	20.6	26.8	522	9317	12.6	21.5	1057	8332	25.4	19.2	255	1169
Algebra I	8590	67151	1537	10068	17.9	15.0	2641	16817	30.7	25.0	2314	16342	26.9	24.3	2024	22186	23.6	33.0	*	1738
Algebra II	13	22684	10	7296	76.9	32.2	2	4869	15.4	21.5	1	4450	7.7	19.6	*	5694	≤5.0	25.1	*	375
Geometry	12	6267	5	691	41.7	11.0	5	1692	41.7	27.0	2	1436	16.7	22.9	*	1944	≤5.0	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

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### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

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Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	8546	*	>= 95.0	8935	*	>= 95.0
English/Language Arts 4	8483	*	>= 95.0	8705	*	>= 95.0
English/Language Arts 5	8196	*	>= 95.0	8571	*	>= 95.0
English/Language Arts 6	7967	*	>= 95.0	8019	*	>= 95.0
English/Language Arts 7	7716	*	>= 95.0	8099	*	>= 95.0
English/Language Arts 8	7588	*	>= 95.0	7836	*	>= 95.0
Mathematics 3	8547	*	>= 95.0	8933	*	>= 95.0
Mathematics 4	8488	*	>= 95.0	8703	*	>= 95.0
Mathematics 5	8197	*	>= 95.0	8575	*	>= 95.0
Mathematics 6	7935	*	>= 95.0	7997	*	>= 95.0
Mathematics 7	5966	*	>= 95.0	6093	*	>= 95.0
Mathematics 8	3932	*	>= 95.0	4350	*	>= 95.0

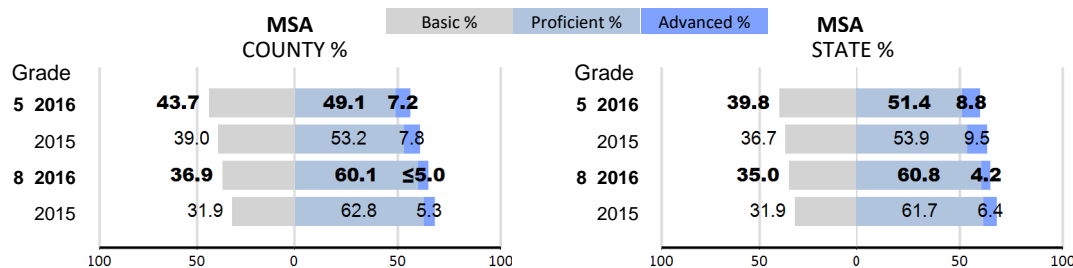
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# Baltimore County

## MSA Science Proficiency Levels

Science

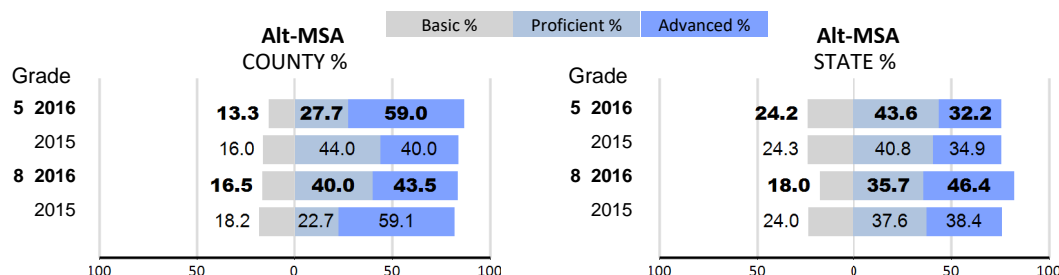


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

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\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	94.1	94.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	94.48		87.61	
2015 (4-Year Rate)		94.19		86.98
2015 (5-Year Rate)	≥ 95.00		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	11.5	12.1	25.6	27.4
Advanced Professional	85.3	85.9	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.5	1.6	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	6.3	6.3	8.9	8.4
Elementary Low Poverty	1.6	1.3	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	7.4	8.9	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1155	67758	117	14642	10.1	21.6	174	12875	15.1	19.0	277	14832	24.0	21.9	515	22400	44.6	33.1	72	3009
English/Language Arts 4	1140	65915	81	9423	7.1	14.3	165	12473	14.5	18.9	303	17407	26.6	26.4	460	21111	40.4	32.0	131	5501
English/Language Arts 5	1130	64302	79	8361	7.0	13.0	174	13596	15.4	21.1	330	17021	29.2	26.5	504	23274	44.6	36.2	*	2050
English/Language Arts 6	1195	63151	88	8417	7.4	13.3	208	12845	17.4	20.3	339	18481	28.4	29.3	496	20609	41.5	32.6	64	2799
English/Language Arts 7	1299	62649	104	10082	8.0	16.1	198	12051	15.2	19.2	361	15795	27.8	25.2	489	18566	37.6	29.6	147	6155
English/Language Arts 8	1307	62048	145	10980	11.1	17.7	219	11918	16.8	19.2	331	15200	25.3	24.5	542	20236	41.5	32.6	70	3714
English/Language Arts 10	1286	63105	88	13802	6.8	21.9	111	9163	8.6	14.5	232	12114	18.0	19.2	544	18946	42.3	30.0	311	9080
English/Language Arts 11	1215	20201	*	4137	≤5.0	20.5	97	3906	8.0	19.3	225	4634	18.5	22.9	511	5808	42.1	28.8	343	1716
Mathematics 3	1154	67892	70	9452	6.1	13.9	121	12764	10.5	18.8	242	15776	21.0	23.2	526	22745	45.6	33.5	195	7155
Mathematics 4	1140	66022	92	9656	8.1	14.6	196	15482	17.2	23.4	297	16445	26.1	24.9	506	21850	44.4	33.1	*	2589
Mathematics 5	1131	64423	74	7918	6.5	12.3	189	15879	16.7	24.6	327	17049	28.9	26.5	466	19815	41.2	30.8	75	3762
Mathematics 6	1195	63022	91	9504	7.6	15.1	219	16028	18.3	25.4	363	16946	30.4	26.9	460	17570	38.5	27.9	62	2974
Mathematics 7	1292	53710	72	8059	5.6	15.0	237	15190	18.3	28.3	523	17456	40.5	32.5	428	11999	33.1	22.3	*	1006
Mathematics 8	675	43366	152	12915	22.5	29.8	224	11633	33.2	26.8	230	9317	34.1	21.5	69	8332	10.2	19.2	*	1169
Algebra I	953	67151	66	10068	6.9	15.0	197	16817	20.7	25.0	418	16342	43.9	24.3	272	22186	28.5	33.0	*	1738
Algebra II	*	22684	*	7296	*	32.2	*	4869	*	21.5	*	4450	*	19.6	*	5694	*	25.1	*	375
Geometry	336	6267	*	691	≤5.0	11.0	17	1692	5.1	27.0	123	1436	36.6	22.9	179	1944	53.3	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1087	*	>= 95.0	1157	*	>= 95.0
English/Language Arts 4	1110	*	>= 95.0	1148	*	>= 95.0
English/Language Arts 5	1144	*	>= 95.0	1136	*	>= 95.0
English/Language Arts 6	1270	*	>= 95.0	1197	*	>= 95.0
English/Language Arts 7	1266	*	>= 95.0	1304	*	>= 95.0
English/Language Arts 8	1231	*	>= 95.0	1311	*	>= 95.0
Mathematics 3	1086	*	>= 95.0	1157	*	>= 95.0
Mathematics 4	1111	*	>= 95.0	1149	*	>= 95.0
Mathematics 5	1144	*	>= 95.0	1136	*	>= 95.0
Mathematics 6	1268	*	>= 95.0	1197	*	>= 95.0
Mathematics 7	884	*	>= 95.0	1302	*	>= 95.0
Mathematics 8	593	*	>= 95.0	687	*	>= 95.0

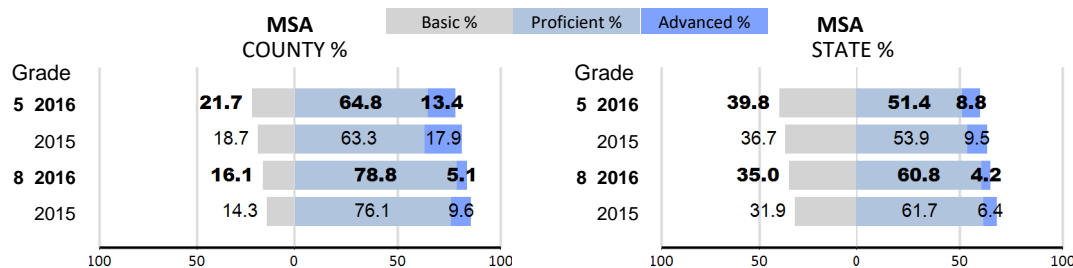
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Calvert County

## MSA Science Proficiency Levels

Science

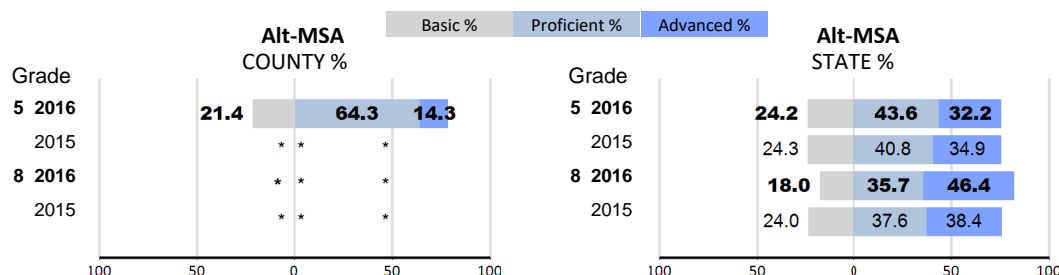


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Caroline County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.4	94.6	95.1	95.0
High	93.1	93.1	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	88.95		87.61	
2015 (4-Year Rate)		88.72		86.98
2015 (5-Year Rate)	89.28		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	31.2	36.3	25.6	27.4
Advanced Professional	56.5	61.6	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	1.1	1.1	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	6.1	4.4	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	0.0	0.0	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	423	67758	90	14642	21.3	21.6	96	12875	22.7	19.0	101	14832	23.9	21.9	131	22400	31.0	33.1	*	3009
English/Language Arts 4	424	65915	50	9423	11.8	14.3	84	12473	19.8	18.9	145	17407	34.2	26.4	134	21111	31.6	32.0	*	5501
English/Language Arts 5	427	64302	48	8361	11.2	13.0	92	13596	21.5	21.1	131	17021	30.7	26.5	148	23274	34.7	36.2	*	2050
English/Language Arts 6	399	63151	42	8417	10.5	13.3	93	12845	23.3	20.3	136	18481	34.1	29.3	116	20609	29.1	32.6	*	2799
English/Language Arts 7	399	62649	45	10082	11.3	16.1	78	12051	19.5	19.2	114	15795	28.6	25.2	123	18566	30.8	29.6	39	6155
English/Language Arts 8	428	62048	67	10980	15.7	17.7	98	11918	22.9	19.2	127	15200	29.7	24.5	118	20236	27.6	32.6	*	3714
English/Language Arts 10	425	63105	68	13802	16.0	21.9	75	9163	17.6	14.5	120	12114	28.2	19.2	120	18946	28.2	30.0	42	9080
English/Language Arts 11	338	20201	59	4137	17.5	20.5	78	3906	23.1	19.3	89	4634	26.3	22.9	98	5808	29.0	28.8	*	1716
Mathematics 3	425	67892	45	9452	10.6	13.9	79	12764	18.6	18.8	123	15776	28.9	23.2	159	22745	37.4	33.5	*	7155
Mathematics 4	426	66022	29	9656	6.8	14.6	84	15482	19.7	23.4	128	16445	30.0	24.9	180	21850	42.3	33.1	*	2589
Mathematics 5	430	64423	33	7918	7.7	12.3	77	15879	17.9	24.6	124	17049	28.8	26.5	182	19815	42.3	30.8	*	3762
Mathematics 6	397	63022	33	9504	8.3	15.1	76	16028	19.1	25.4	122	16946	30.7	26.9	159	17570	40.1	27.9	*	2974
Mathematics 7	399	53710	26	8059	6.5	15.0	70	15190	17.5	28.3	162	17456	40.6	32.5	132	11999	33.1	22.3	*	1006
Mathematics 8	375	43366	56	12915	14.9	29.8	95	11633	25.3	26.8	117	9317	31.2	21.5	105	8332	28.0	19.2	*	1169
Algebra I	445	67151	52	10068	11.7	15.0	132	16817	29.7	25.0	128	16342	28.8	24.3	126	22186	28.3	33.0	*	1738
Algebra II	256	22684	50	7296	19.5	32.2	71	4869	27.7	21.5	64	4450	25.0	19.6	71	5694	27.7	25.1	*	375
Geometry	434	6267	40	691	9.2	11.0	176	1692	40.6	27.0	152	1436	35.0	22.9	66	1944	15.2	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	429	*	>= 95.0	425	*	>= 95.0
English/Language Arts 4	417	*	>= 95.0	426	*	>= 95.0
English/Language Arts 5	403	*	>= 95.0	430	*	>= 95.0
English/Language Arts 6	387	*	>= 95.0	400	*	>= 95.0
English/Language Arts 7	426	*	>= 95.0	399	*	>= 95.0
English/Language Arts 8	395	*	>= 95.0	429	*	>= 95.0
Mathematics 3	430	*	>= 95.0	425	*	>= 95.0
Mathematics 4	417	*	>= 95.0	426	*	>= 95.0
Mathematics 5	404	*	>= 95.0	430	*	>= 95.0
Mathematics 6	388	*	>= 95.0	399	*	>= 95.0
Mathematics 7	427	*	>= 95.0	399	*	>= 95.0
Mathematics 8	329	*	>= 95.0	376	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

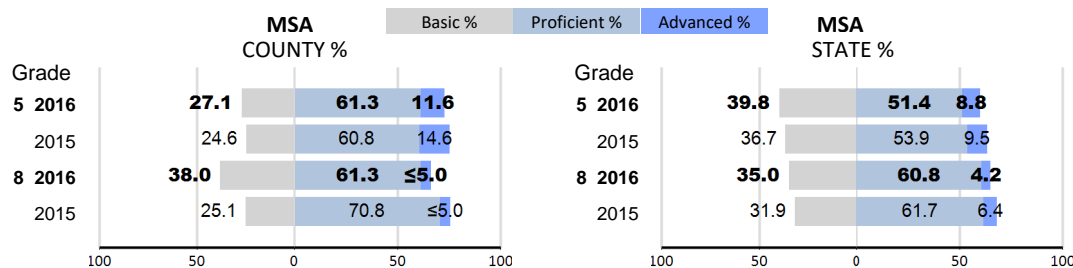
This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.



# Caroline County

## MSA Science Proficiency Levels

Science

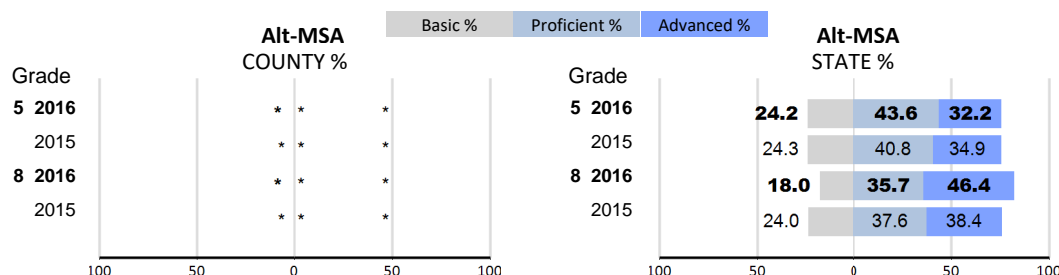


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	≥ 95.0	≥ 95.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	≥ 95.00		87.61	
2015 (4-Year Rate)		≥ 95.00		86.98
2015 (5-Year Rate)	≥ 95.00		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	26.3	30.7	25.6	27.4
Advanced Professional	64.6	66.6	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	1.7	1.7	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	7.3	7.4	8.9	8.4
Elementary Low Poverty	1.2	1.9	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	9.9	9.9	7.0	6.7
Secondary High Poverty	23.2	28.7	17.1	17.7

Performance Level																				
Level 1				Level 2				Level 3				Level 4				Level 5				
Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations				
Count		%		Count		%		Count		%		Count		%		Count		%		
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	
232	14642	12.4	21.6	269	12875	14.4	19.0	479	14832	25.7	21.9	791	22400	42.4	33.1	95	3009	5.1	4.4	
118	9423	6.5	14.3	215	12473	11.9	18.9	484	17407	26.7	26.4	789	21111	43.5	32.0	206	5501	11.4	8.3	
137	8361	7.3	13.0	262	13596	14.0	21.1	493	17021	26.3	26.5	918	23274	48.9	36.2	*	2050	≤5.0	3.2	
154	8417	7.9	13.3	348	12845	17.8	20.3	643	18481	32.8	29.3	749	20609	38.3	32.6	*	2799	≤5.0	4.4	
147	10082	7.4	16.1	321	12051	16.2	19.2	548	15795	27.6	25.2	753	18566	38.0	29.6	214	6155	10.8	9.8	
182	10980	8.9	17.7	299	11918	14.6	19.2	538	15200	26.2	24.5	899	20236	43.8	32.6	136	3714	6.6	6.0	
212	13802	9.9	21.9	230	9163	10.7	14.5	352	12114	16.4	19.2	751	18946	34.9	30.0	604	9080	28.1	14.4	
103	4137	7.4	20.5	186	3906	13.4	19.3	320	4634	23.1	22.9	512	5808	36.9	28.8	267	1716	19.2	8.5	
96	9452	5.1	13.9	155	12764	8.3	18.8	378	15776	20.2	23.2	973	22745	52.1	33.5	267	7155	14.3	10.5	
*	9656	≤5.0	14.6	209	15482	11.5	23.4	475	16445	26.0	24.9	993	21850	54.4	33.1	102	2589	5.6	3.9	
*	7918	≤5.0	12.3	180	15879	9.5	24.6	461	17049	24.4	26.5	1003	19815	53.1	30.8	190	3762	10.1	5.8	
110	9504	5.6	15.1	302	16028	15.4	25.4	550	16946	28.0	26.9	847	17570	43.1	27.9	157	2974	8.0	4.7	
112	8059	5.6	15.0	325	15190	16.4	28.3	668	17456	33.6	32.5	775	11999	39.0	22.3	106	1006	5.3	1.9	
189	12915	11.4	29.8	334	11633	20.1	26.8	446	9317	26.8	21.5	659	8332	39.7	19.2	*	1169	≤5.0	2.7	
*	10068	≤5.0	15.0	390	16817	18.2	25.0	532	16342	24.8	24.3	984	22186	46.0	33.0	137	1738	6.4	2.6	
*	7296	*	32.2	*	4869	*	21.5	*	4450	*	19.6	*	5694	*	25.1	*	375	*	1.7	
*	691	*	11.0	*	1692	*	27.0	*	1436	*	22.9	*	1944	*	31.0	*	504	*	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1824	*	>= 95.0	1872	*	>= 95.0
English/Language Arts 4	1872	*	>= 95.0	1829	*	>= 95.0
English/Language Arts 5	1951	*	>= 95.0	1892	*	>= 95.0
English/Language Arts 6	1991	*	>= 95.0	1975	*	>= 95.0
English/Language Arts 7	2045	*	>= 95.0	1997	*	>= 95.0
English/Language Arts 8	1954	*	>= 95.0	2073	*	>= 95.0
Mathematics 3	1825	*	>= 95.0	1872	*	>= 95.0
Mathematics 4	1872	*	>= 95.0	1829	*	>= 95.0
Mathematics 5	1951	*	>= 95.0	1893	*	>= 95.0
Mathematics 6	1991	*	>= 95.0	1976	*	>= 95.0
Mathematics 7	2039	*	>= 95.0	1995	*	>= 95.0
Mathematics 8	1597	*	>= 95.0	1677	*	>= 95.0

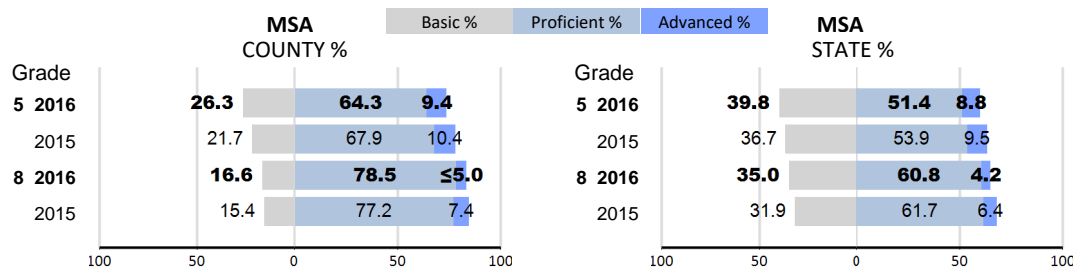
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Carroll County

## MSA Science Proficiency Levels

Science

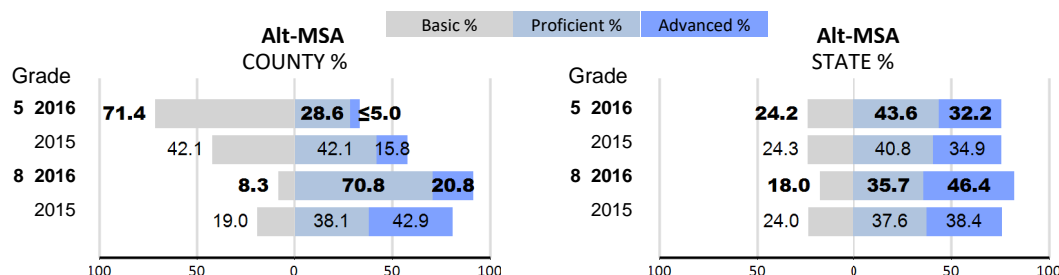


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.5	94.8	95.6	95.4
Middle	93.4	93.6	95.1	95.0
High	91.2	91.6	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	90.65		87.61	
2015 (4-Year Rate)		87.75		86.98
2015 (5-Year Rate)	89.01		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	26.7	27.2	25.6	27.4
Advanced Professional	65.7	70.3	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.3	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	2.6	3.0	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	3.2	3.4	7.0	6.7
Secondary High Poverty	8.3	12.9	17.1	17.7

Performance Level																				
Level 1				Level 2				Level 3				Level 4				Level 5				
Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations				
Count		%		Count		%		Count		%		Count		%		Count		%		
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	
257	14642	21.3	21.6	266	12875	22.1	19.0	314	14832	26.1	21.9	348	22400	28.9	33.1	*	3009	≤5.0	4.4	
180	9423	15.9	14.3	277	12473	24.5	18.9	331	17407	29.2	26.4	298	21111	26.3	32.0	*	5501	≤5.0	8.3	
158	8361	13.4	13.0	313	13596	26.5	21.1	340	17021	28.8	26.5	359	23274	30.4	36.2	*	2050	≤5.0	3.2	
156	8417	14.1	13.3	269	12845	24.4	20.3	365	18481	33.1	29.3	283	20609	25.6	32.6	*	2799	≤5.0	4.4	
167	10082	14.8	16.1	260	12051	23.0	19.2	324	15795	28.6	25.2	314	18566	27.8	29.6	66	6155	5.8	9.8	
198	10980	17.0	17.7	268	11918	23.1	19.2	325	15200	28.0	24.5	336	20236	28.9	32.6	*	3714	≤5.0	6.0	
300	13802	25.0	21.9	206	9163	17.2	14.5	295	12114	24.6	19.2	317	18946	26.4	30.0	83	9080	6.9	14.4	
*	4137	*	20.5	*	3906	*	19.3	*	4634	*	22.9	*	5808	*	28.8	*	1716	*	8.5	
174	9452	14.4	13.9	275	12764	22.7	18.8	337	15776	27.9	23.2	378	22745	31.3	33.5	*	7155	≤5.0	10.5	
196	9656	17.3	14.6	325	15482	28.7	23.4	334	16445	29.5	24.9	269	21850	23.7	33.1	*	2589	≤5.0	3.9	
154	7918	13.0	12.3	364	15879	30.8	24.6	393	17049	33.2	26.5	250	19815	21.2	30.8	*	3762	≤5.0	5.8	
127	9504	11.5	15.1	303	16028	27.4	25.4	335	16946	30.3	26.9	312	17570	28.3	27.9	*	2974	≤5.0	4.7	
115	8059	10.2	15.0	297	15190	26.4	28.3	394	17456	35.0	32.5	302	11999	26.8	22.3	*	1006	≤5.0	1.9	
220	12915	27.1	29.8	280	11633	34.4	26.8	199	9317	24.5	21.5	114	8332	14.0	19.2	*	1169	≤5.0	2.7	
158	10068	12.5	15.0	366	16817	29.0	25.0	332	16342	26.3	24.3	389	22186	30.8	33.0	*	1738	≤5.0	2.6	
17	7296	7.9	32.2	28	4869	13.1	21.5	59	4450	27.6	19.6	108	5694	50.5	25.1	*	375	≤5.0	1.7	
*	691	≤5.0	11.0	29	1692	17.2	27.0	73	1436	43.2	22.9	61	1944	36.1	31.0	*	504	≤5.0	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

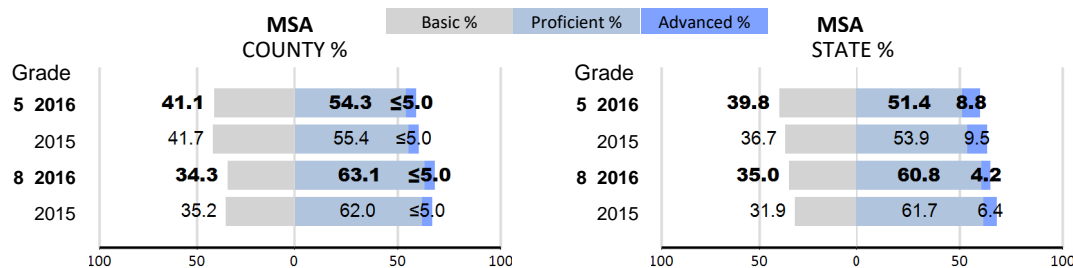
Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1128	*	>= 95.0	1210	*	>= 95.0
English/Language Arts 4	1144	*	>= 95.0	1136	*	>= 95.0
English/Language Arts 5	1084	*	>= 95.0	1187	*	>= 95.0
English/Language Arts 6	1108	*	>= 95.0	1114	*	>= 95.0
English/Language Arts 7	1170	*	>= 95.0	1145	*	>= 95.0
English/Language Arts 8	1126	*	>= 95.0	1174	*	>= 95.0
Mathematics 3	1128	*	>= 95.0	1212	*	>= 95.0
Mathematics 4	1144	*	>= 95.0	1135	*	>= 95.0
Mathematics 5	1083	*	>= 95.0	1186	*	>= 95.0
Mathematics 6	1107	*	>= 95.0	1114	*	>= 95.0
Mathematics 7	1171	*	>= 95.0	1144	*	>= 95.0
Mathematics 8	792	*	>= 95.0	826	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

## MSA Science Proficiency Levels

Science

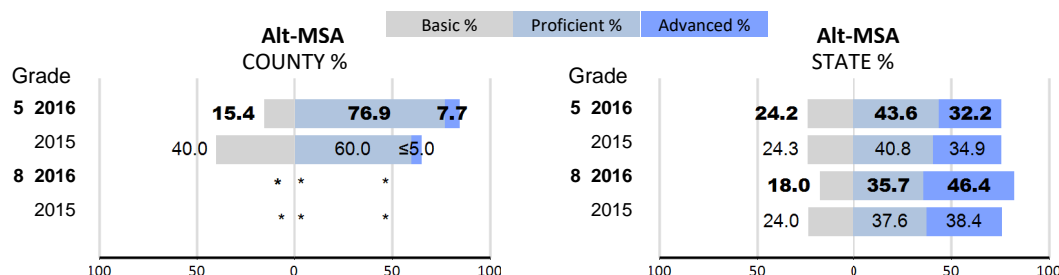


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Charles County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	94.2	94.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	92.17		87.61	
2015 (4-Year Rate)		92.36		86.98
2015 (5-Year Rate)	94.31		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	28.9	33.6	25.6	27.4
Advanced Professional	58.2	61.7	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	2.2	1.6	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	11.2	5.9	8.9	8.4
Elementary Low Poverty	3.3	1.9	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	12.9	6.5	7.0	6.7
Secondary High Poverty	22.2	19.0	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1917	67758	402	14642	21.0	21.6	386	12875	20.1	19.0	429	14832	22.4	21.9	631	22400	32.9	33.1	*	3009
English/Language Arts 4	1888	65915	237	9423	12.6	14.3	335	12473	17.7	18.9	520	17407	27.5	26.4	632	21111	33.5	32.0	164	5501
English/Language Arts 5	1898	64302	250	8361	13.2	13.0	457	13596	24.1	21.1	552	17021	29.1	26.5	591	23274	31.1	36.2	*	2050
English/Language Arts 6	1903	63151	214	8417	11.2	13.3	416	12845	21.9	20.3	621	18481	32.6	29.3	576	20609	30.3	32.6	*	2799
English/Language Arts 7	1940	62649	297	10082	15.3	16.1	366	12051	18.9	19.2	545	15795	28.1	25.2	573	18566	29.5	29.6	159	6155
English/Language Arts 8	2010	62048	327	10980	16.3	17.7	402	11918	20.0	19.2	588	15200	29.3	24.5	609	20236	30.3	32.6	*	3714
English/Language Arts 10	2232	63105	408	13802	18.3	21.9	353	9163	15.8	14.5	528	12114	23.7	19.2	708	18946	31.7	30.0	235	9080
English/Language Arts 11	1329	20201	229	4137	17.2	20.5	287	3906	21.6	19.3	397	4634	29.9	22.9	389	5808	29.3	28.8	*	1716
Mathematics 3	1917	67892	241	9452	12.6	13.9	386	12764	20.1	18.8	470	15776	24.5	23.2	671	22745	35.0	33.5	149	7155
Mathematics 4	1888	66022	219	9656	11.6	14.6	437	15482	23.1	23.4	536	16445	28.4	24.9	647	21850	34.3	33.1	*	2589
Mathematics 5	1898	64423	209	7918	11.0	12.3	531	15879	28.0	24.6	609	17049	32.1	26.5	487	19815	25.7	30.8	*	3762
Mathematics 6	1904	63022	227	9504	11.9	15.1	571	16028	30.0	25.4	585	16946	30.7	26.9	451	17570	23.7	27.9	*	2974
Mathematics 7	1932	53710	214	8059	11.1	15.0	543	15190	28.1	28.3	636	17456	32.9	32.5	490	11999	25.4	22.3	*	1006
Mathematics 8	1419	43366	462	12915	32.6	29.8	466	11633	32.8	26.8	343	9317	24.2	21.5	146	8332	10.3	19.2	*	1169
Algebra I	2124	67151	322	10068	15.2	15.0	603	16817	28.4	25.0	573	16342	27.0	24.3	583	22186	27.4	33.0	*	1738
Algebra II	905	22684	227	7296	25.1	32.2	336	4869	37.1	21.5	257	4450	28.4	19.6	85	5694	9.4	25.1	*	375
Geometry	*	6267	*	691	*	11.0	*	1692	*	27.0	*	1436	*	22.9	*	1944	*	31.0	*	504

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations



## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1853	*	>= 95.0	1930	*	>= 95.0
English/Language Arts 4	1858	*	>= 95.0	1896	*	>= 95.0
English/Language Arts 5	1852	*	>= 95.0	1915	*	>= 95.0
English/Language Arts 6	1900	*	>= 95.0	1918	*	>= 95.0
English/Language Arts 7	1952	*	>= 95.0	1961	*	>= 95.0
English/Language Arts 8	1883	*	>= 95.0	2033	*	>= 95.0
Mathematics 3	1853	*	>= 95.0	1929	*	>= 95.0
Mathematics 4	1857	*	>= 95.0	1895	*	>= 95.0
Mathematics 5	1853	*	>= 95.0	1916	*	>= 95.0
Mathematics 6	1899	*	>= 95.0	1918	*	>= 95.0
Mathematics 7	1947	*	>= 95.0	1954	*	>= 95.0
Mathematics 8	1247	*	>= 95.0	1441	*	>= 95.0

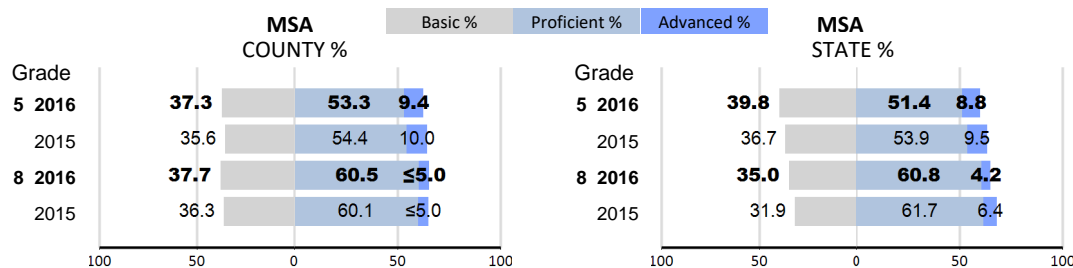
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Charles County

## MSA Science Proficiency Levels

Science

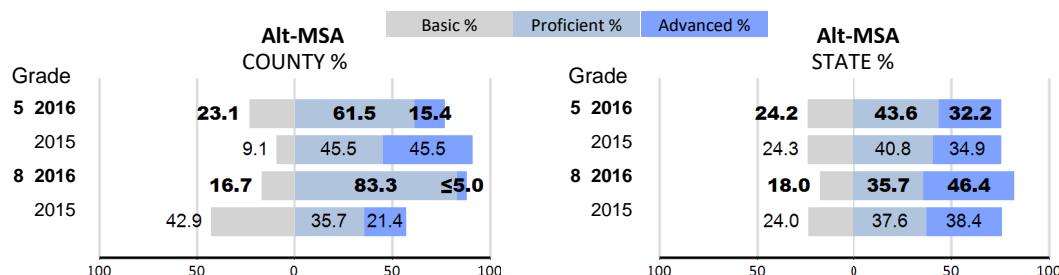


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Dorchester County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.2	94.0	95.6	95.4
Middle	92.5	93.0	95.1	95.0
High	90.7	≥ 95.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	86.49		87.61	
2015 (4-Year Rate)		86.20		86.98
2015 (5-Year Rate)	87.01		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	35.0	43.4	25.6	27.4
Advanced Professional	47.0	52.5	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	2.6	2.3	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	11.0	6.1	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	3.3	2.1	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	22.0	6.9	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	377	67758	132	14642	35.0	21.6	84	12875	22.3	19.0	89	14832	23.6	21.9	70	22400	18.6	33.1	*	3009
English/Language Arts 4	362	65915	77	9423	21.3	14.3	76	12473	21.0	18.9	121	17407	33.4	26.4	78	21111	21.5	32.0	*	5501
English/Language Arts 5	328	64302	62	8361	18.9	13.0	93	13596	28.4	21.1	91	17021	27.7	26.5	80	23274	24.4	36.2	*	2050
English/Language Arts 6	360	63151	95	8417	26.4	13.3	97	12845	26.9	20.3	101	18481	28.1	29.3	58	20609	16.1	32.6	*	2799
English/Language Arts 7	332	62649	90	10082	27.1	16.1	94	12051	28.3	19.2	70	15795	21.1	25.2	64	18566	19.3	29.6	*	6155
English/Language Arts 8	295	62048	86	10980	29.2	17.7	85	11918	28.8	19.2	66	15200	22.4	24.5	49	20236	16.6	32.6	*	3714
English/Language Arts 10	319	63105	90	13802	28.2	21.9	50	9163	15.7	14.5	67	12114	21.0	19.2	87	18946	27.3	30.0	25	9080
English/Language Arts 11	253	20201	27	4137	10.7	20.5	43	3906	17.0	19.3	71	4634	28.1	22.9	85	5808	33.6	28.8	27	1716
Mathematics 3	381	67892	77	9452	20.2	13.9	75	12764	19.7	18.8	96	15776	25.2	23.2	114	22745	29.9	33.5	*	7155
Mathematics 4	362	66022	61	9656	16.9	14.6	79	15482	21.8	23.4	89	16445	24.6	24.9	128	21850	35.4	33.1	*	2589
Mathematics 5	328	64423	40	7918	12.2	12.3	71	15879	21.6	24.6	106	17049	32.3	26.5	101	19815	30.8	30.8	*	3762
Mathematics 6	357	63022	99	9504	27.7	15.1	104	16028	29.1	25.4	105	16946	29.4	26.9	47	17570	13.2	27.9	*	2974
Mathematics 7	335	53710	58	8059	17.3	15.0	95	15190	28.4	28.3	100	17456	29.9	32.5	75	11999	22.4	22.3	*	1006
Mathematics 8	211	43366	99	12915	46.9	29.8	60	11633	28.4	26.8	38	9317	18.0	21.5	14	8332	6.6	19.2	*	1169
Algebra I	339	67151	61	10068	18.0	15.0	126	16817	37.2	25.0	94	16342	27.7	24.3	58	22186	17.1	33.0	*	1738
Geometry	443	6267	70	691	15.8	11.0	221	1692	49.9	27.0	127	1436	28.7	22.9	24	1944	5.4	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	377	*	>= 95.0	381	*	>= 95.0
English/Language Arts 4	319	*	>= 95.0	364	*	>= 95.0
English/Language Arts 5	363	*	>= 95.0	329	*	>= 95.0
English/Language Arts 6	337	*	>= 95.0	362	*	>= 95.0
English/Language Arts 7	295	*	>= 95.0	338	*	>= 95.0
English/Language Arts 8	338	*	>= 95.0	296	*	>= 95.0
Mathematics 3	377	*	>= 95.0	382	*	>= 95.0
Mathematics 4	318	*	>= 95.0	364	*	>= 95.0
Mathematics 5	363	*	>= 95.0	329	*	>= 95.0
Mathematics 6	339	*	>= 95.0	360	*	>= 95.0
Mathematics 7	296	*	>= 95.0	339	*	>= 95.0
Mathematics 8	252	*	>= 95.0	216	*	>= 95.0

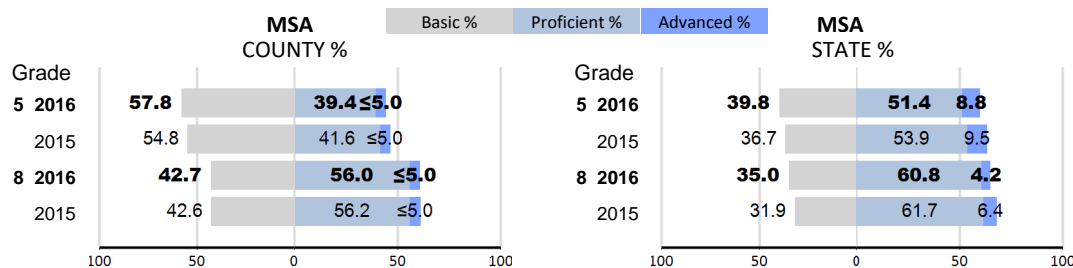
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Dorchester County

## MSA Science Proficiency Levels

Science

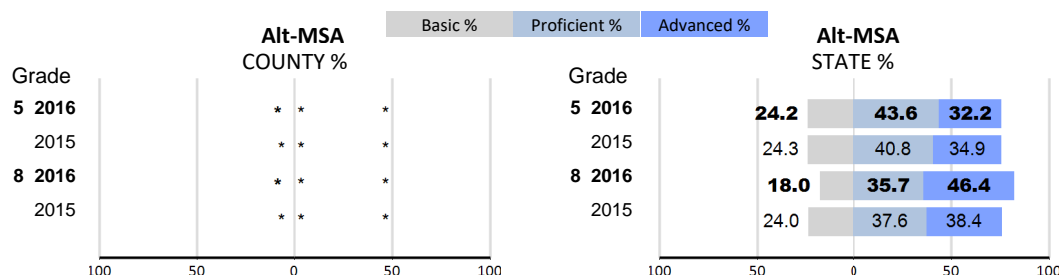


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Frederick County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	94.6	94.5	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	92.06		87.61	
2015 (4-Year Rate)		93.47		86.98
2015 (5-Year Rate)	94.62		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	24.0	25.3	25.6	27.4
Advanced Professional	71.4	72.4	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.4	0.4	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	3.5	3.6	8.9	8.4
Elementary Low Poverty	1.3	2.2	3.3	2.9
Elementary High Poverty	0.3	0.0	11.2	10.5
Secondary Low Poverty	4.4	3.7	7.0	6.7
Secondary High Poverty	*	4.7	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	3126	67758	389	14642	12.4	21.6	485	12875	15.5	19.0	744	14832	23.8	21.9	1334	22400	42.7	33.1	174	3009
English/Language Arts 4	3122	65915	226	9423	7.2	14.3	436	12473	14.0	18.9	820	17407	26.3	26.4	1274	21111	40.8	32.0	366	5501
English/Language Arts 5	3053	64302	185	8361	6.1	13.0	491	13596	16.1	21.1	818	17021	26.8	26.5	1437	23274	47.1	36.2	*	2050
English/Language Arts 6	2964	63151	275	8417	9.3	13.3	501	12845	16.9	20.3	882	18481	29.8	29.3	1151	20609	38.8	32.6	155	2799
English/Language Arts 7	3016	62649	328	10082	10.9	16.1	481	12051	15.9	19.2	754	15795	25.0	25.2	976	18566	32.4	29.6	477	6155
English/Language Arts 8	2973	62048	367	10980	12.3	17.7	471	11918	15.8	19.2	729	15200	24.5	24.5	1184	20236	39.8	32.6	222	3714
English/Language Arts 10	3138	63105	418	13802	13.3	21.9	404	9163	12.9	14.5	558	12114	17.8	19.2	1133	18946	36.1	30.0	625	9080
English/Language Arts 11	2019	20201	317	4137	15.7	20.5	384	3906	19.0	19.3	439	4634	21.7	22.9	680	5808	33.7	28.8	199	1716
Mathematics 3	3127	67892	213	9452	6.8	13.9	469	12764	15.0	18.8	738	15776	23.6	23.2	1277	22745	40.8	33.5	430	7155
Mathematics 4	3119	66022	179	9656	5.7	14.6	514	15482	16.5	23.4	764	16445	24.5	24.9	1498	21850	48.0	33.1	164	2589
Mathematics 5	3051	64423	164	7918	5.4	12.3	528	15879	17.3	24.6	780	17049	25.6	26.5	1307	19815	42.8	30.8	272	3762
Mathematics 6	2966	63022	180	9504	6.1	15.1	540	16028	18.2	25.4	846	16946	28.5	26.9	1216	17570	41.0	27.9	184	2974
Mathematics 7	3018	53710	205	8059	6.8	15.0	572	15190	19.0	28.3	978	17456	32.4	32.5	1084	11999	35.9	22.3	179	1006
Mathematics 8	2469	43366	354	12915	14.3	29.8	565	11633	22.9	26.8	708	9317	28.7	21.5	816	8332	33.0	19.2	*	1169
Algebra I	3337	67151	216	10068	6.5	15.0	567	16817	17.0	25.0	857	16342	25.7	24.3	1510	22186	45.3	33.0	187	1738
Algebra II	2506	22684	315	7296	12.6	32.2	456	4869	18.2	21.5	618	4450	24.7	19.6	1055	5694	42.1	25.1	*	375
Geometry	480	6267	90	691	18.8	11.0	248	1692	51.7	27.0	128	1436	26.7	22.9	*	1944	≤5.0	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	3068	*	>= 95.0	3156	*	>= 95.0
English/Language Arts 4	3004	*	>= 95.0	3153	*	>= 95.0
English/Language Arts 5	2933	*	>= 95.0	3078	*	>= 95.0
English/Language Arts 6	2979	*	>= 95.0	2994	*	>= 95.0
English/Language Arts 7	2946	*	>= 95.0	3047	*	>= 95.0
English/Language Arts 8	2979	*	>= 95.0	3012	*	>= 95.0
Mathematics 3	3067	*	>= 95.0	3157	*	>= 95.0
Mathematics 4	3003	*	>= 95.0	3152	*	>= 95.0
Mathematics 5	2933	*	>= 95.0	3076	*	>= 95.0
Mathematics 6	2979	*	>= 95.0	2994	*	>= 95.0
Mathematics 7	2940	*	>= 95.0	3042	*	>= 95.0
Mathematics 8	2362	*	>= 95.0	2505	*	>= 95.0

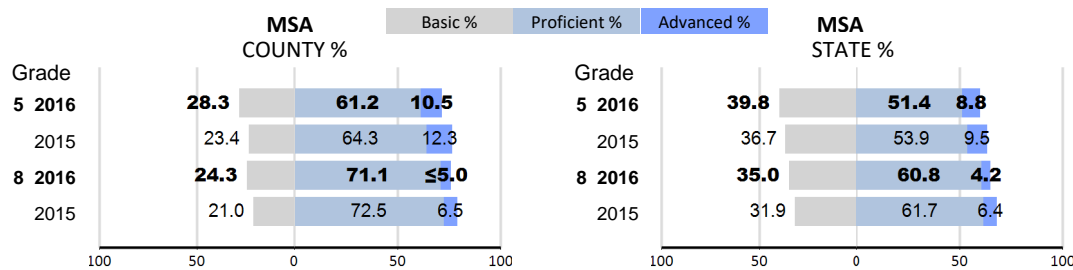
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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Frederick County

## MSA Science Proficiency Levels

Science

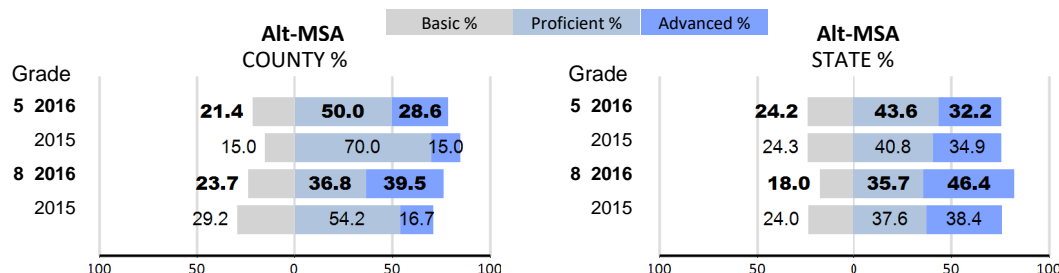


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.



# Garrett County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.3	94.3	95.1	95.0
High	93.1	93.3	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	91.64		87.61	
2015 (4-Year Rate)		93.46		86.98
2015 (5-Year Rate)	93.82		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	9.3	6.6	25.6	27.4
Advanced Professional	85.5	88.9	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	0.5	0.6	8.9	8.4
Elementary Low Poverty	0.0	0.0	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	293	67758	64	14642	21.8	21.6	55	12875	18.8	19.0	86	14832	29.4	21.9	85	22400	29.0	33.1	*	3009
English/Language Arts 4	272	65915	45	9423	16.5	14.3	51	12473	18.8	18.9	76	17407	27.9	26.4	83	21111	30.5	32.0	17	5501
English/Language Arts 5	298	64302	37	8361	12.4	13.0	65	13596	21.8	21.1	88	17021	29.5	26.5	103	23274	34.6	36.2	*	2050
English/Language Arts 6	295	63151	39	8417	13.2	13.3	71	12845	24.1	20.3	97	18481	32.9	29.3	79	20609	26.8	32.6	*	2799
English/Language Arts 7	291	62649	39	10082	13.4	16.1	72	12051	24.7	19.2	82	15795	28.2	25.2	91	18566	31.3	29.6	*	6155
English/Language Arts 8	264	62048	51	10980	19.3	17.7	64	11918	24.2	19.2	69	15200	26.1	24.5	76	20236	28.8	32.6	*	3714
English/Language Arts 10	284	63105	39	13802	13.7	21.9	33	9163	11.6	14.5	66	12114	23.2	19.2	110	18946	38.7	30.0	36	9080
English/Language Arts 11	270	20201	36	4137	13.3	20.5	38	3906	14.1	19.3	61	4634	22.6	22.9	102	5808	37.8	28.8	33	1716
Mathematics 3	293	67892	35	9452	11.9	13.9	60	12764	20.5	18.8	88	15776	30.0	23.2	98	22745	33.4	33.5	*	7155
Mathematics 4	272	66022	39	9656	14.3	14.6	83	15482	30.5	23.4	85	16445	31.3	24.9	65	21850	23.9	33.1	*	2589
Mathematics 5	297	64423	37	7918	12.5	12.3	84	15879	28.3	24.6	80	17049	26.9	26.5	92	19815	31.0	30.8	*	3762
Mathematics 6	295	63022	33	9504	11.2	15.1	70	16028	23.7	25.4	93	16946	31.5	26.9	89	17570	30.2	27.9	*	2974
Mathematics 7	291	53710	21	8059	7.2	15.0	79	15190	27.1	28.3	89	17456	30.6	32.5	92	11999	31.6	22.3	*	1006
Mathematics 8	184	43366	45	12915	24.5	29.8	59	11633	32.1	26.8	47	9317	25.5	21.5	31	8332	16.8	19.2	*	1169
Algebra I	296	67151	16	10068	5.4	15.0	51	16817	17.2	25.0	80	16342	27.0	24.3	146	22186	49.3	33.0	*	1738
Algebra II	337	22684	93	7296	27.6	32.2	100	4869	29.7	21.5	78	4450	23.1	19.6	65	5694	19.3	25.1	*	375
Geometry	18	6267	3	691	16.7	11.0	14	1692	77.8	27.0	1	1436	5.6	22.9	*	1944	≤5.0	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

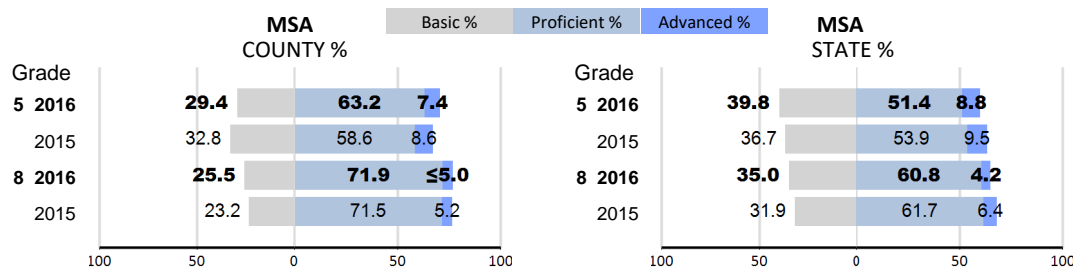
Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	277	*	>= 95.0	293	*	>= 95.0
English/Language Arts 4	292	*	>= 95.0	273	*	>= 95.0
English/Language Arts 5	302	*	>= 95.0	298	*	>= 95.0
English/Language Arts 6	289	*	>= 95.0	295	*	>= 95.0
English/Language Arts 7	267	*	>= 95.0	292	*	>= 95.0
English/Language Arts 8	266	*	>= 95.0	264	*	>= 95.0
Mathematics 3	277	*	>= 95.0	293	*	>= 95.0
Mathematics 4	292	*	>= 95.0	273	*	>= 95.0
Mathematics 5	302	*	>= 95.0	297	*	>= 95.0
Mathematics 6	289	*	>= 95.0	295	*	>= 95.0
Mathematics 7	267	*	>= 95.0	292	*	>= 95.0
Mathematics 8	192	*	>= 95.0	184	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

## MSA Science Proficiency Levels

Science

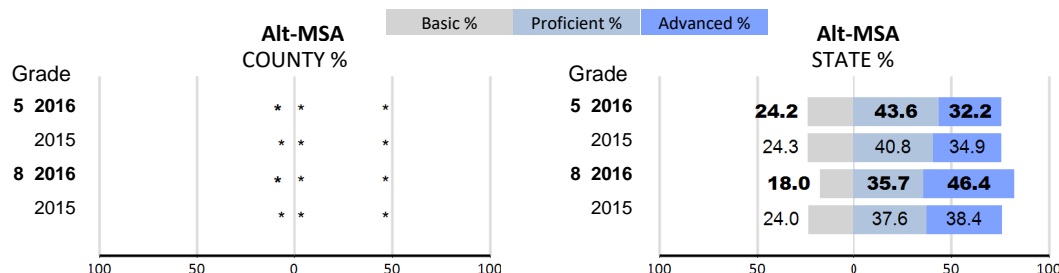


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Harford County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	93.9	94.1	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	89.09		87.61	
2015 (4-Year Rate)		89.94		86.98
2015 (5-Year Rate)	91.22		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	23.1	21.5	25.6	27.4
Advanced Professional	68.6	72.2	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.4	0.4	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	5.3	4.6	8.9	8.4
Elementary Low Poverty	3.5	2.3	3.3	2.9
Elementary High Poverty	1.0	1.9	11.2	10.5
Secondary Low Poverty	5.6	5.7	7.0	6.7
Secondary High Poverty	15.2	9.1	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	2782	67758	329	14642	11.8	21.6	400	12875	14.4	19.0	614	14832	22.1	21.9	1272	22400	45.7	33.1	167	3009
English/Language Arts 4	2860	65915	225	9423	7.9	14.3	401	12473	14.0	18.9	743	17407	26.0	26.4	1164	21111	40.7	32.0	327	5501
English/Language Arts 5	2777	64302	*	8361	≤5.0	13.0	386	13596	13.9	21.1	747	17021	26.9	26.5	1378	23274	49.6	36.2	*	2050
English/Language Arts 6	2843	63151	201	8417	7.1	13.3	382	12845	13.4	20.3	762	18481	26.8	29.3	1239	20609	43.6	32.6	259	2799
English/Language Arts 7	2788	62649	272	10082	9.8	16.1	399	12051	14.3	19.2	632	15795	22.7	25.2	969	18566	34.8	29.6	516	6155
English/Language Arts 8	2933	62048	320	10980	10.9	17.7	443	11918	15.1	19.2	766	15200	26.1	24.5	1087	20236	37.1	32.6	317	3714
English/Language Arts 10	2907	63105	281	13802	9.7	21.9	308	9163	10.6	14.5	553	12114	19.0	19.2	1156	18946	39.8	30.0	609	9080
English/Language Arts 11	1012	20201	124	4137	12.3	20.5	195	3906	19.3	19.3	314	4634	31.0	22.9	344	5808	34.0	28.8	*	1716
Mathematics 3	2782	67892	184	9452	6.6	13.9	366	12764	13.2	18.8	625	15776	22.5	23.2	1129	22745	40.6	33.5	478	7155
Mathematics 4	2861	66022	258	9656	9.0	14.6	544	15482	19.0	23.4	796	16445	27.8	24.9	1124	21850	39.3	33.1	*	2589
Mathematics 5	2773	64423	178	7918	6.4	12.3	580	15879	20.9	24.6	818	17049	29.5	26.5	1016	19815	36.6	30.8	181	3762
Mathematics 6	2851	63022	190	9504	6.7	15.1	596	16028	20.9	25.4	834	16946	29.3	26.9	1037	17570	36.4	27.9	194	2974
Mathematics 7	2099	53710	166	8059	7.9	15.0	509	15190	24.2	28.3	798	17456	38.0	32.5	602	11999	28.7	22.3	*	1006
Mathematics 8	1413	43366	390	12915	27.6	29.8	365	11633	25.8	26.8	419	9317	29.7	21.5	239	8332	16.9	19.2	*	1169
Algebra I	2971	67151	198	10068	6.7	15.0	473	16817	15.9	25.0	691	16342	23.3	24.3	1462	22186	49.2	33.0	*	1738
Algebra II	2963	22684	238	7296	8.0	32.2	441	4869	14.9	21.5	803	4450	27.1	19.6	1401	5694	47.3	25.1	*	375
Geometry	959	6267	*	691	≤5.0	11.0	127	1692	13.2	27.0	215	1436	22.4	22.9	461	1944	48.1	31.0	125	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	2825	*	>= 95.0	2793	*	>= 95.0
English/Language Arts 4	2788	*	>= 95.0	2870	*	>= 95.0
English/Language Arts 5	2849	*	>= 95.0	2798	*	>= 95.0
English/Language Arts 6	2803	*	>= 95.0	2861	*	>= 95.0
English/Language Arts 7	2909	*	>= 95.0	2811	*	>= 95.0
English/Language Arts 8	2671	*	>= 95.0	2959	*	>= 95.0
Mathematics 3	2827	*	>= 95.0	2794	*	>= 95.0
Mathematics 4	2790	*	>= 95.0	2869	*	>= 95.0
Mathematics 5	2852	*	>= 95.0	2791	*	>= 95.0
Mathematics 6	2799	*	>= 95.0	2868	*	>= 95.0
Mathematics 7	2160	*	>= 95.0	2121	*	>= 95.0
Mathematics 8	1874	*	>= 95.0	1441	*	>= 95.0

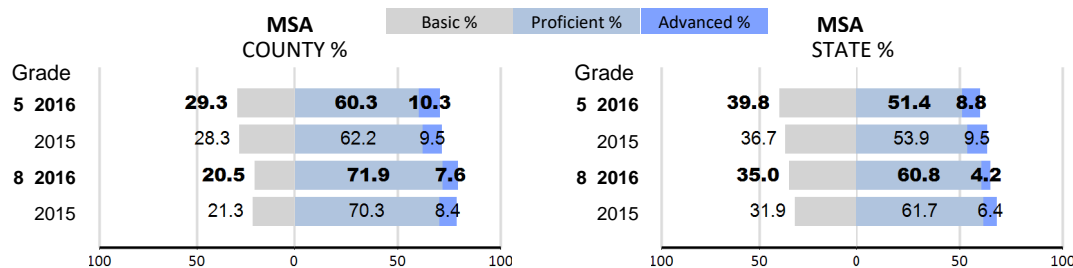
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Harford County

## MSA Science Proficiency Levels

Science

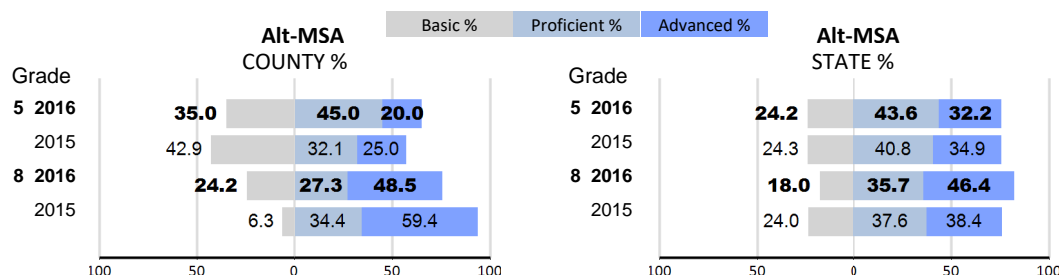


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Howard County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	≥ 95.0	≥ 95.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	93.21		87.61	
2015 (4-Year Rate)		93.47		86.98
2015 (5-Year Rate)	94.74		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	27.6	30.2	25.6	27.4
Advanced Professional	63.7	65.4	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.8	0.8	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	6.9	7.7	8.9	8.4
Elementary Low Poverty	4.5	6.1	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	7.1	8.4	7.0	6.7
Secondary High Poverty	28.5	*	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
		County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	4110	67758	504	14642	12.3	21.6	559	12875	13.6	19.0	944	14832	23.0	21.9	1876	22400	45.6	33.1	227	3009	5.5	4.4	
English/Language Arts 4	4153	65915	289	9423	7.0	14.3	493	12473	11.9	18.9	987	17407	23.8	26.4	1889	21111	45.5	32.0	495	5501	11.9	8.3	
English/Language Arts 5	4096	64302	299	8361	7.3	13.0	556	13596	13.6	21.1	1059	17021	25.9	26.5	2064	23274	50.4	36.2	*	2050	≤5.0	3.2	
English/Language Arts 6	4227	63151	287	8417	6.8	13.3	531	12845	12.6	20.3	1172	18481	27.7	29.3	1942	20609	45.9	32.6	295	2799	7.0	4.4	
English/Language Arts 7	4244	62649	347	10082	8.2	16.1	581	12051	13.7	19.2	1024	15795	24.1	25.2	1704	18566	40.2	29.6	588	6155	13.9	9.8	
English/Language Arts 8	4148	62048	393	10980	9.5	17.7	533	11918	12.8	19.2	1000	15200	24.1	24.5	1799	20236	43.4	32.6	423	3714	10.2	6.0	
English/Language Arts 10	4104	63105	504	13802	12.3	21.9	445	9163	10.8	14.5	743	12114	18.1	19.2	1533	18946	37.4	30.0	879	9080	21.4	14.4	
English/Language Arts 11	*	20201	*	4137	*	20.5	*	3906	*	19.3	*	4634	*	22.9	*	5808	*	28.8	*	1716	*	8.5	
Mathematics 3	4139	67892	281	9452	6.8	13.9	511	12764	12.3	18.8	853	15776	20.6	23.2	1604	22745	38.8	33.5	890	7155	21.5	10.5	
Mathematics 4	4161	66022	266	9656	6.4	14.6	583	15482	14.0	23.4	924	16445	22.2	24.9	1996	21850	48.0	33.1	392	2589	9.4	3.9	
Mathematics 5	4111	64423	219	7918	5.3	12.3	593	15879	14.4	24.6	1084	17049	26.4	26.5	1789	19815	43.5	30.8	426	3762	10.4	5.8	
Mathematics 6	4225	63022	285	9504	6.7	15.1	659	16028	15.6	25.4	1060	16946	25.1	26.9	1738	17570	41.1	27.9	483	2974	11.4	4.7	
Mathematics 7	2797	53710	271	8059	9.7	15.0	671	15190	24.0	28.3	1167	17456	41.7	32.5	680	11999	24.3	22.3	*	1006	≤5.0	1.9	
Mathematics 8	1495	43366	441	12915	29.5	29.8	491	11633	32.8	26.8	372	9317	24.9	21.5	183	8332	12.2	19.2	*	1169	≤5.0	2.7	
Algebra I	4700	67151	321	10068	6.8	15.0	653	16817	13.9	25.0	1062	16342	22.6	24.3	2421	22186	51.5	33.0	243	1738	5.2	2.6	
Algebra II	3986	22684	722	7296	18.1	32.2	732	4869	18.4	21.5	806	4450	20.2	19.6	1567	5694	39.3	25.1	*	375	≤5.0	1.7	
Geometry	1426	6267	*	691	≤5.0	11.0	133	1692	9.3	27.0	164	1436	11.5	22.9	746	1944	52.3	31.0	323	504	22.7	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	4010	*	>= 95.0	4147	*	>= 95.0
English/Language Arts 4	3980	*	>= 95.0	4180	*	>= 95.0
English/Language Arts 5	4115	*	>= 95.0	4128	*	>= 95.0
English/Language Arts 6	4143	*	>= 95.0	4258	*	>= 95.0
English/Language Arts 7	4111	*	>= 95.0	4275	*	>= 95.0
English/Language Arts 8	3970	*	>= 95.0	4173	*	>= 95.0
Mathematics 3	4010	*	>= 95.0	4148	*	>= 95.0
Mathematics 4	3984	*	>= 95.0	4174	*	>= 95.0
Mathematics 5	4117	*	>= 95.0	4123	*	>= 95.0
Mathematics 6	4131	*	>= 95.0	4246	*	>= 95.0
Mathematics 7	2812	*	>= 95.0	2811	*	>= 95.0
Mathematics 8	2562	*	>= 95.0	1508	*	>= 95.0

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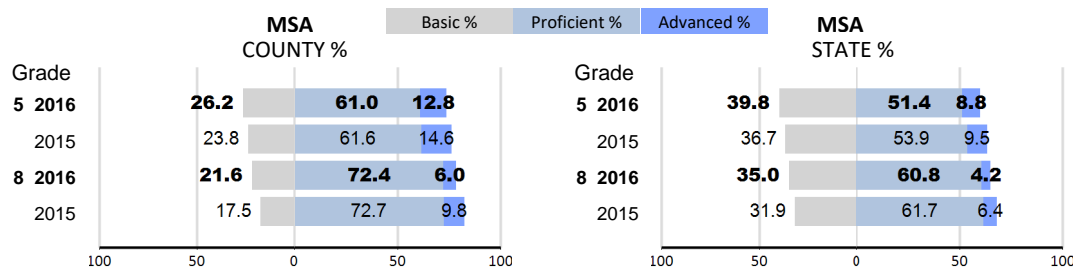
This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.



# Howard County

## MSA Science Proficiency Levels

Science

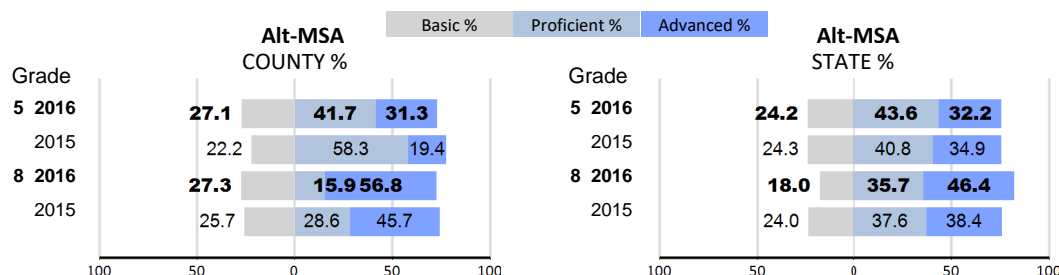


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.3	≥ 95.0	95.1	95.0
High	93.6	93.6	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	88.57		87.61	
2015 (4-Year Rate)		90.80		86.98
2015 (5-Year Rate)	90.29		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	30.6	36.9	25.6	27.4
Advanced Professional	62.2	61.3	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.9	0.9	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	5.0	3.7	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	134	67758	34	14642	25.4	21.6	27	12875	20.1	19.0	32	14832	23.9	21.9	40	22400	29.9	33.1	*	3009
English/Language Arts 4	168	65915	36	9423	21.4	14.3	36	12473	21.4	18.9	50	17407	29.8	26.4	42	21111	25.0	32.0	*	5501
English/Language Arts 5	138	64302	26	8361	18.8	13.0	28	13596	20.3	21.1	38	17021	27.5	26.5	43	23274	31.2	36.2	*	2050
English/Language Arts 6	148	63151	21	8417	14.2	13.3	31	12845	20.9	20.3	53	18481	35.8	29.3	40	20609	27.0	32.6	*	2799
English/Language Arts 7	149	62649	29	10082	19.5	16.1	26	12051	17.4	19.2	37	15795	24.8	25.2	44	18566	29.5	29.6	13	6155
English/Language Arts 8	144	62048	33	10980	22.9	17.7	45	11918	31.3	19.2	35	15200	24.3	24.5	26	20236	18.1	32.6	*	3714
English/Language Arts 10	146	63105	9	13802	6.2	21.9	17	9163	11.6	14.5	36	12114	24.7	19.2	57	18946	39.0	30.0	27	9080
Mathematics 3	135	67892	22	9452	16.3	13.9	30	12764	22.2	18.8	31	15776	23.0	23.2	44	22745	32.6	33.5	8	7155
Mathematics 4	168	66022	32	9656	19.0	14.6	38	15482	22.6	23.4	50	16445	29.8	24.9	45	21850	26.8	33.1	*	2589
Mathematics 5	138	64423	16	7918	11.6	12.3	43	15879	31.2	24.6	39	17049	28.3	26.5	35	19815	25.4	30.8	*	3762
Mathematics 6	148	63022	21	9504	14.2	15.1	37	16028	25.0	25.4	55	16946	37.2	26.9	34	17570	23.0	27.9	*	2974
Mathematics 7	149	53710	22	8059	14.8	15.0	35	15190	23.5	28.3	52	17456	34.9	32.5	38	11999	25.5	22.3	*	1006
Mathematics 8	117	43366	34	12915	29.1	29.8	36	11633	30.8	26.8	37	9317	31.6	21.5	9	8332	7.7	19.2	*	1169
Algebra I	141	67151	12	10068	8.5	15.0	38	16817	27.0	25.0	59	16342	41.8	24.3	32	22186	22.7	33.0	*	1738
Algebra II	17	22684	*	7296	≤5.0	32.2	*	4869	≤5.0	21.5	3	4450	17.6	19.6	14	5694	82.4	25.1	*	375

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

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Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

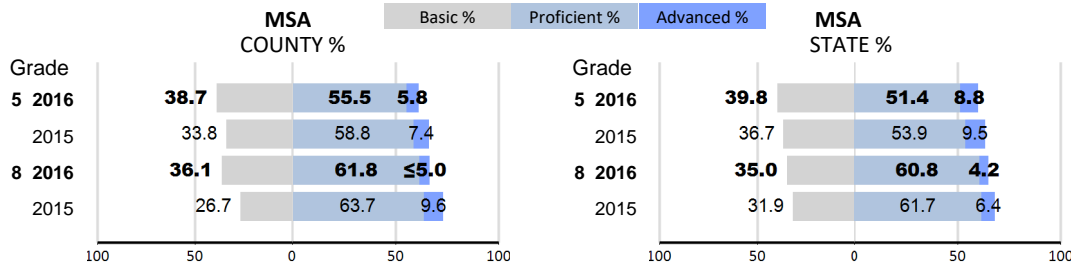
Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	170	*	>= 95.0	135	*	>= 95.0
English/Language Arts 4	135	*	>= 95.0	168	*	>= 95.0
English/Language Arts 5	150	*	>= 95.0	138	*	>= 95.0
English/Language Arts 6	146	*	>= 95.0	148	*	>= 95.0
English/Language Arts 7	143	*	>= 95.0	149	*	>= 95.0
English/Language Arts 8	136	*	>= 95.0	144	*	>= 95.0
Mathematics 3	170	*	>= 95.0	136	*	>= 95.0
Mathematics 4	135	*	>= 95.0	168	*	>= 95.0
Mathematics 5	150	*	>= 95.0	138	*	>= 95.0
Mathematics 6	146	*	>= 95.0	149	*	>= 95.0
Mathematics 7	143	*	>= 95.0	149	*	>= 95.0
Mathematics 8	104	*	>= 95.0	117	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

## MSA Science Proficiency Levels

Science

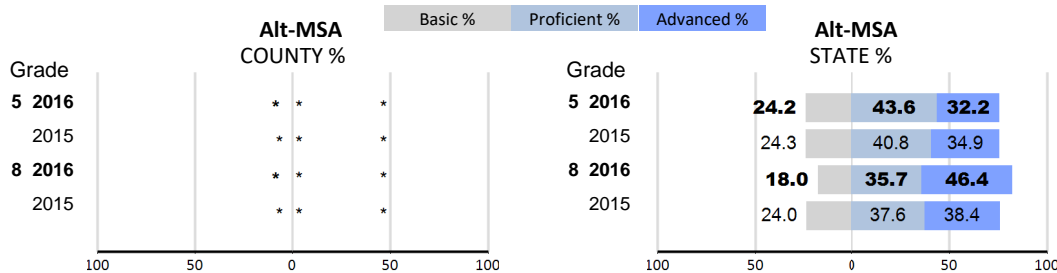


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Montgomery County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	93.5	93.5	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	89.83		87.61	
2015 (4-Year Rate)		89.36		86.98
2015 (5-Year Rate)	91.65		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	26.6	26.7	25.6	27.4
Advanced Professional	64.1	66.2	61.9	65.2
Resident Teacher	0.2	0.2	1.0	1.1
Conditional Teacher	0.4	0.5	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	3.2	3.1	8.9	8.4
Elementary Low Poverty	1.8	1.5	3.3	2.9
Elementary High Poverty	0.8	1.0	11.2	10.5
Secondary Low Poverty	3.9	3.6	7.0	6.7
Secondary High Poverty	8.8	9.1	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	11824	67758	2045	14642	17.3	21.6	1986	12875	16.8	19.0	2514	14832	21.3	21.9	4466	22400	37.8	33.1	813	3009
English/Language Arts 4	11720	65915	1232	9423	10.5	14.3	1750	12473	14.9	18.9	2902	17407	24.8	26.4	4364	21111	37.2	32.0	1472	5501
English/Language Arts 5	11494	64302	1028	8361	8.9	13.0	1937	13596	16.9	21.1	2740	17021	23.8	26.5	5053	23274	44.0	36.2	736	2050
English/Language Arts 6	11347	63151	1044	8417	9.2	13.3	1858	12845	16.4	20.3	3176	18481	28.0	29.3	4557	20609	40.2	32.6	712	2799
English/Language Arts 7	11180	62649	1504	10082	13.5	16.1	1887	12051	16.9	19.2	2838	15795	25.4	25.2	3778	18566	33.8	29.6	1173	6155
English/Language Arts 8	11004	62048	1542	10980	14.0	17.7	1736	11918	15.8	19.2	2455	15200	22.3	24.5	4333	20236	39.4	32.6	938	3714
English/Language Arts 10	11984	63105	2469	13802	20.6	21.9	1568	9163	13.1	14.5	2204	12114	18.4	19.2	3629	18946	30.3	30.0	2114	9080
English/Language Arts 11	17	20201	8	4137	47.1	20.5	5	3906	29.4	19.3	2	4634	11.8	22.9	2	5808	11.8	28.8	*	1716
Mathematics 3	11828	67892	1160	9452	9.8	13.9	1819	12764	15.4	18.8	2446	15776	20.7	23.2	4588	22745	38.8	33.5	1815	7155
Mathematics 4	11729	66022	942	9656	8.0	14.6	2305	15482	19.7	23.4	2782	16445	23.7	24.9	4792	21850	40.9	33.1	908	2589
Mathematics 5	11505	64423	946	7918	8.2	12.3	2571	15879	22.3	24.6	2764	17049	24.0	26.5	3914	19815	34.0	30.8	1310	3762
Mathematics 6	11342	63022	1158	9504	10.2	15.1	2277	16028	20.1	25.4	3058	16946	27.0	26.9	3851	17570	34.0	27.9	998	2974
Mathematics 7	9156	53710	1039	8059	11.3	15.0	2081	15190	22.7	28.3	3141	17456	34.3	32.5	2684	11999	29.3	22.3	*	1006
Mathematics 8	6025	43366	1425	12915	23.7	29.8	1280	11633	21.2	26.8	975	9317	16.2	21.5	1610	8332	26.7	19.2	735	1169
Algebra I	12470	67151	1417	10068	11.4	15.0	2633	16817	21.1	25.0	2900	16342	23.3	24.3	5099	22186	40.9	33.0	*	1738
Algebra II	15	22684	10	7296	66.7	32.2	3	4869	20.0	21.5	1	4450	6.7	19.6	1	5694	6.7	25.1	*	375
Geometry	12	6267	7	691	58.3	11.0	4	1692	33.3	27.0	1	1436	8.3	22.9	*	1944	≤5.0	31.0	*	504

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	11871	*	>= 95.0	12070	*	>= 95.0
English/Language Arts 4	11589	*	>= 95.0	11968	*	>= 95.0
English/Language Arts 5	11610	*	>= 95.0	11713	*	>= 95.0
English/Language Arts 6	11272	*	>= 95.0	11693	*	>= 95.0
English/Language Arts 7	11072	*	>= 95.0	11514	*	>= 95.0
English/Language Arts 8	10864	*	>= 95.0	11267	*	>= 95.0
Mathematics 3	11879	*	>= 95.0	12078	*	>= 95.0
Mathematics 4	11592	*	>= 95.0	11975	*	>= 95.0
Mathematics 5	11611	*	>= 95.0	11722	*	>= 95.0
Mathematics 6	11199	*	>= 95.0	11686	*	>= 95.0
Mathematics 7	8855	*	>= 95.0	9474	*	>= 95.0
Mathematics 8	6358	*	>= 95.0	6236	*	>= 95.0

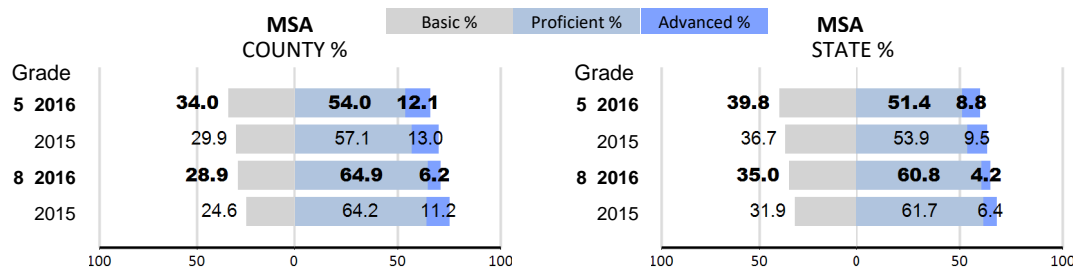
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Montgomery County

## MSA Science Proficiency Levels

Science

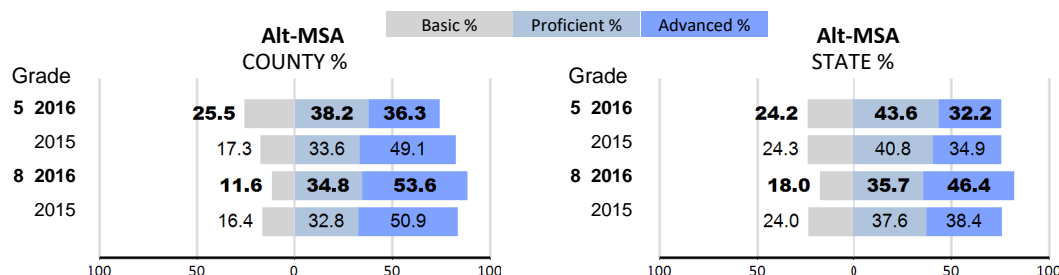


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Prince George's County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	92.0	92.3	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	81.44		87.61	
2015 (4-Year Rate)		78.75		86.98
2015 (5-Year Rate)	82.41		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	24.9	27.8	25.6	27.4
Advanced Professional	57.5	60.6	61.9	65.2
Resident Teacher	2.1	1.9	1.0	1.1
Conditional Teacher	3.6	3.6	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	14.8	14.0	8.9	8.4
Elementary Low Poverty	12.6	14.4	3.3	2.9
Elementary High Poverty	8.4	7.5	11.2	10.5
Secondary Low Poverty	*	29.0	7.0	6.7
Secondary High Poverty	15.1	15.9	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State		
English/Language Arts 3	10073	67758	3071	14642	30.5	21.6	2495	12875	24.8	19.0	2202	14832	21.9	21.9	2144	22400	21.3	33.1	*	3009	≤5.0	4.4	
English/Language Arts 4	9666	65915	2042	9423	21.1	14.3	2534	12473	26.2	18.9	2753	17407	28.5	26.4	2068	21111	21.4	32.0	*	5501	≤5.0	8.3	
English/Language Arts 5	9228	64302	1842	8361	20.0	13.0	2647	13596	28.7	21.1	2624	17021	28.4	26.5	2061	23274	22.3	36.2	*	2050	≤5.0	3.2	
English/Language Arts 6	9064	63151	1507	8417	16.6	13.3	2211	12845	24.4	20.3	2815	18481	31.1	29.3	2284	20609	25.2	32.6	*	2799	≤5.0	4.4	
English/Language Arts 7	8772	62649	1848	10082	21.1	16.1	1887	12051	21.5	19.2	2212	15795	25.2	25.2	2101	18566	24.0	29.6	724	6155	8.3	9.8	
English/Language Arts 8	8766	62048	2069	10980	23.6	17.7	2027	11918	23.1	19.2	2132	15200	24.3	24.5	2258	20236	25.8	32.6	*	3714	≤5.0	6.0	
English/Language Arts 10	8763	63105	2560	13802	29.2	21.9	1643	9163	18.7	14.5	1768	12114	20.2	19.2	2080	18946	23.7	30.0	712	9080	8.1	14.4	
English/Language Arts 11	6014	20201	1570	4137	26.1	20.5	1325	3906	22.0	19.3	1358	4634	22.6	22.9	1442	5808	24.0	28.8	319	1716	5.3	8.5	
Mathematics 3	10068	67892	2259	9452	22.4	13.9	2683	12764	26.6	18.8	2611	15776	25.9	23.2	2226	22745	22.1	33.5	*	7155	≤5.0	10.5	
Mathematics 4	9643	66022	2425	9656	25.1	14.6	3129	15482	32.4	23.4	2436	16445	25.3	24.9	1597	21850	16.6	33.1	*	2589	≤5.0	3.9	
Mathematics 5	9211	64423	1938	7918	21.0	12.3	3205	15879	34.8	24.6	2402	17049	26.1	26.5	1558	19815	16.9	30.8	*	3762	≤5.0	5.8	
Mathematics 6	8919	63022	1984	9504	22.2	15.1	3047	16028	34.2	25.4	2374	16946	26.6	26.9	1436	17570	16.1	27.9	*	2974	≤5.0	4.7	
Mathematics 7	6349	53710	1770	8059	27.9	15.0	2710	15190	42.7	28.3	1595	17456	25.1	32.5	*	11999	≤5.0	22.3	*	1006	≤5.0	1.9	
Mathematics 8	9974	43366	3191	12915	32.0	29.8	2923	11633	29.3	26.8	2238	9317	22.4	21.5	1573	8332	15.8	19.2	*	1169	≤5.0	2.7	
Algebra I	9534	67151	2538	10068	26.6	15.0	3393	16817	35.6	25.0	2057	16342	21.6	24.3	1487	22186	15.6	33.0	*	1738	≤5.0	2.6	
Algebra II	4228	22684	2551	7296	60.3	32.2	1113	4869	26.3	21.5	444	4450	10.5	19.6	*	5694	≤5.0	25.1	*	375	≤5.0	1.7	
Geometry	899	6267	293	691	32.6	11.0	406	1692	45.2	27.0	105	1436	11.7	22.9	85	1944	9.5	31.0	*	504	≤5.0	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations



## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	9677	*	>= 95.0	10270	*	>= 95.0
English/Language Arts 4	9344	*	>= 95.0	9872	*	>= 95.0
English/Language Arts 5	9214	*	>= 95.0	9430	*	>= 95.0
English/Language Arts 6	9004	*	>= 95.0	9289	*	>= 95.0
English/Language Arts 7	8950	*	>= 95.0	9066	*	>= 95.0
English/Language Arts 8	8739	*	>= 95.0	9167	*	>= 95.0
Mathematics 3	9665	*	>= 95.0	10263	*	>= 95.0
Mathematics 4	9297	*	>= 95.0	9840	*	>= 95.0
Mathematics 5	9230	*	>= 95.0	9406	*	>= 95.0
Mathematics 6	8763	*	>= 95.0	9145	*	>= 95.0
Mathematics 7	8672	*	>= 95.0	6661	*	>= 95.0
Mathematics 8	7823	*	>= 95.0	10388	*	>= 95.0

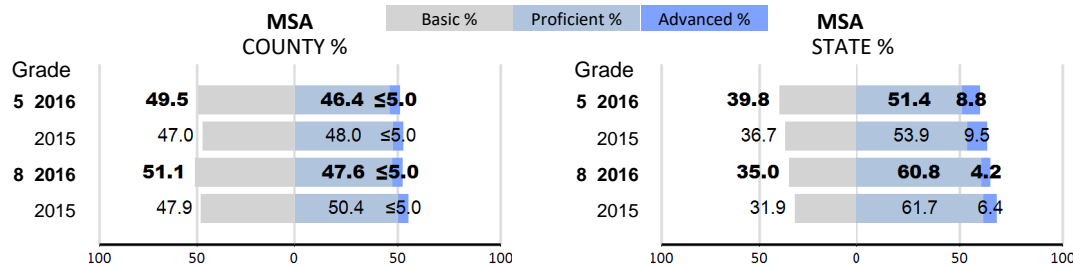
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Prince George's County

## MSA Science Proficiency Levels

Science

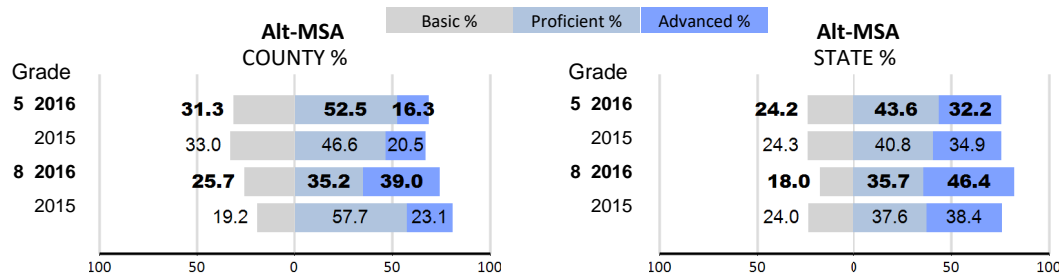


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Queen Anne's County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.7	≥ 95.0	95.6	95.4
Middle	94.8	≥ 95.0	95.1	95.0
High	93.8	94.5	92.4	92.4

Cohort Graduation Rate%			
2016 (4-Year Rate)	≥ 95.00	87.61	
2015 (4-Year Rate)		94.85	86.98
2015 (5-Year Rate)	≥ 95.00	89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	19.1	20.4	25.6	27.4
Advanced Professional	75.1	77.3	61.9	65.2
Resident Teacher	0.2	0.0	1.0	1.1
Conditional Teacher	0.7	1.0	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	3.7	2.9	8.9	8.4
Elementary Low Poverty	0.7	0.0	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	4.4	3.7	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

## Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	571	67758	85	14642	14.9	21.6	112	12875	19.6	19.0	131	14832	22.9	21.9	222	22400	38.9	33.1	*	3009
English/Language Arts 4	595	65915	62	9423	10.4	14.3	114	12473	19.2	18.9	172	17407	28.9	26.4	207	21111	34.8	32.0	40	5501
English/Language Arts 5	575	64302	46	8361	8.0	13.0	92	13596	16.0	21.1	147	17021	25.6	26.5	275	23274	47.8	36.2	*	2050
English/Language Arts 6	600	63151	32	8417	5.3	13.3	77	12845	12.8	20.3	179	18481	29.8	29.3	260	20609	43.3	32.6	52	2799
English/Language Arts 7	586	62649	37	10082	6.3	16.1	84	12051	14.3	19.2	131	15795	22.4	25.2	223	18566	38.1	29.6	111	6155
English/Language Arts 8	622	62048	58	10980	9.3	17.7	74	11918	11.9	19.2	152	15200	24.4	24.5	250	20236	40.2	32.6	88	3714
English/Language Arts 10	586	63105	107	13802	18.3	21.9	86	9163	14.7	14.5	124	12114	21.2	19.2	194	18946	33.1	30.0	75	9080
English/Language Arts 11	551	20201	69	4137	12.5	20.5	94	3906	17.1	19.3	97	4634	17.6	22.9	195	5808	35.4	28.8	96	1716
Mathematics 3	569	67892	30	9452	5.3	13.9	72	12764	12.7	18.8	153	15776	26.9	23.2	261	22745	45.9	33.5	53	7155
Mathematics 4	597	66022	45	9656	7.5	14.6	117	15482	19.6	23.4	174	16445	29.1	24.9	249	21850	41.7	33.1	*	2589
Mathematics 5	575	64423	*	7918	≤5.0	12.3	95	15879	16.5	24.6	189	17049	32.9	26.5	248	19815	43.1	30.8	*	3762
Mathematics 6	599	63022	*	9504	≤5.0	15.1	101	16028	16.9	25.4	181	16946	30.2	26.9	263	17570	43.9	27.9	*	2974
Mathematics 7	586	53710	*	8059	≤5.0	15.0	106	15190	18.1	28.3	222	17456	37.9	32.5	217	11999	37.0	22.3	*	1006
Mathematics 8	425	43366	52	12915	12.2	29.8	108	11633	25.4	26.8	137	9317	32.2	21.5	128	8332	30.1	19.2	*	1169
Algebra I	604	67151	*	10068	≤5.0	15.0	99	16817	16.4	25.0	143	16342	23.7	24.3	311	22186	51.5	33.0	*	1738
Algebra II	473	22684	89	7296	18.8	32.2	118	4869	24.9	21.5	122	4450	25.8	19.6	138	5694	29.2	25.1	*	375

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	584	*	>= 95.0	571	*	>= 95.0
English/Language Arts 4	577	*	>= 95.0	598	*	>= 95.0
English/Language Arts 5	593	*	>= 95.0	577	*	>= 95.0
English/Language Arts 6	570	*	>= 95.0	601	*	>= 95.0
English/Language Arts 7	629	*	>= 95.0	591	*	>= 95.0
English/Language Arts 8	538	*	>= 95.0	624	*	>= 95.0
Mathematics 3	586	*	>= 95.0	570	*	>= 95.0
Mathematics 4	577	*	>= 95.0	598	*	>= 95.0
Mathematics 5	593	*	>= 95.0	578	*	>= 95.0
Mathematics 6	571	*	>= 95.0	600	*	>= 95.0
Mathematics 7	629	*	>= 95.0	590	*	>= 95.0
Mathematics 8	363	*	>= 95.0	427	*	>= 95.0

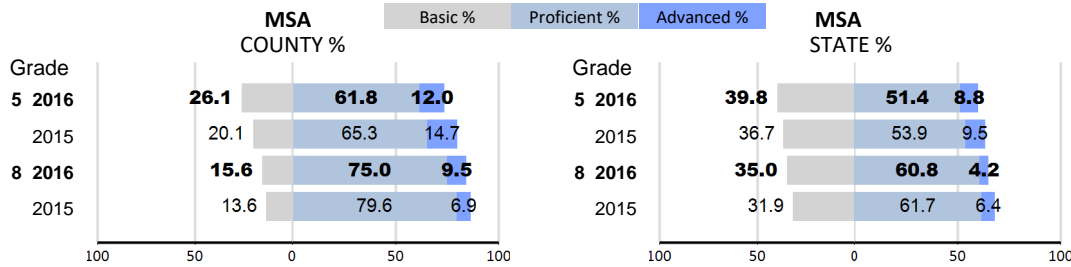
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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Queen Anne's County

## MSA Science Proficiency Levels

Science

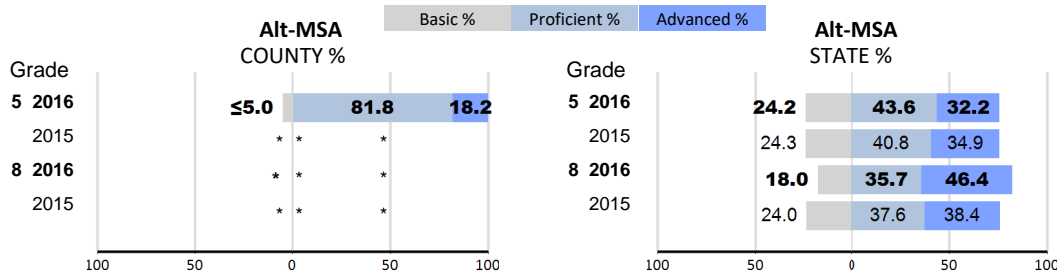


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.7	94.8	95.1	95.0
High	93.3	93.4	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	93.68		87.61	
2015 (4-Year Rate)		94.26		86.98
2015 (5-Year Rate)	94.80		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	18.8	20.6	25.6	27.4
Advanced Professional	73.1	76.9	61.9	65.2
Resident Teacher	0.1	0.1	1.0	1.1
Conditional Teacher	0.6	0.4	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	2.4	3.3	8.9	8.4
Elementary Low Poverty	0.8	0.8	3.3	2.9
Elementary High Poverty	0.0	0.0	11.2	10.5
Secondary Low Poverty	3.9	4.2	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

Performance Level

	Level 1				Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1425	67758	279	14642	19.6	21.6	283	12875	19.9	19.0	326	14832	22.9	21.9	488	22400	34.2	33.1	*	3009
English/Language Arts 4	1328	65915	174	9423	13.1	14.3	261	12473	19.7	18.9	364	17407	27.4	26.4	430	21111	32.4	32.0	99	5501
English/Language Arts 5	1353	64302	155	8361	11.5	13.0	279	13596	20.6	21.1	389	17021	28.8	26.5	502	23274	37.1	36.2	*	2050
English/Language Arts 6	1231	63151	147	8417	11.9	13.3	224	12845	18.2	20.3	373	18481	30.3	29.3	418	20609	34.0	32.6	69	2799
English/Language Arts 7	1267	62649	162	10082	12.8	16.1	233	12051	18.4	19.2	317	15795	25.0	25.2	410	18566	32.4	29.6	145	6155
English/Language Arts 8	1270	62048	150	10980	11.8	17.7	242	11918	19.1	19.2	348	15200	27.4	24.5	466	20236	36.7	32.6	*	3714
English/Language Arts 10	1233	63105	239	13802	19.4	21.9	166	9163	13.5	14.5	283	12114	23.0	19.2	409	18946	33.2	30.0	136	9080
English/Language Arts 11	*	20201	*	4137	*	20.5	*	3906	*	19.3	*	4634	*	22.9	*	5808	*	28.8	*	1716
Mathematics 3	1427	67892	181	9452	12.7	13.9	234	12764	16.4	18.8	328	15776	23.0	23.2	547	22745	38.3	33.5	137	7155
Mathematics 4	1329	66022	191	9656	14.4	14.6	299	15482	22.5	23.4	342	16445	25.7	24.9	439	21850	33.0	33.1	*	2589
Mathematics 5	1359	64423	161	7918	11.8	12.3	273	15879	20.1	24.6	371	17049	27.3	26.5	457	19815	33.6	30.8	97	3762
Mathematics 6	1184	63022	133	9504	11.2	15.1	239	16028	20.2	25.4	313	16946	26.4	26.9	429	17570	36.2	27.9	70	2974
Mathematics 7	886	53710	90	8059	10.2	15.0	220	15190	24.8	28.3	370	17456	41.8	32.5	197	11999	22.2	22.3	*	1006
Mathematics 8	1249	43366	173	12915	13.9	29.8	223	11633	17.9	26.8	300	9317	24.0	21.5	515	8332	41.2	19.2	*	1169
Algebra I	1227	67151	76	10068	6.2	15.0	191	16817	15.6	25.0	330	16342	26.9	24.3	601	22186	49.0	33.0	*	1738
Algebra II	682	22684	152	7296	22.3	32.2	185	4869	27.1	21.5	194	4450	28.4	19.6	143	5694	21.0	25.1	*	375
Geometry	48	6267	*	691	≤5.0	11.0	*	1692	≤5.0	27.0	3	1436	6.3	22.9	33	1944	68.8	31.0	11	504

Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1317	*	>= 95.0	1436	*	>= 95.0
English/Language Arts 4	1375	*	>= 95.0	1338	*	>= 95.0
English/Language Arts 5	1284	*	>= 95.0	1370	*	>= 95.0
English/Language Arts 6	1288	*	>= 95.0	1247	*	>= 95.0
English/Language Arts 7	1286	*	>= 95.0	1281	*	>= 95.0
English/Language Arts 8	1234	*	>= 95.0	1287	*	>= 95.0
Mathematics 3	1319	*	>= 95.0	1434	*	>= 95.0
Mathematics 4	1376	*	>= 95.0	1334	*	>= 95.0
Mathematics 5	1284	*	>= 95.0	1369	*	>= 95.0
Mathematics 6	1287	*	>= 95.0	1196	*	>= 95.0
Mathematics 7	1238	*	>= 95.0	897	*	>= 95.0
Mathematics 8	887	*	>= 95.0	1263	*	>= 95.0

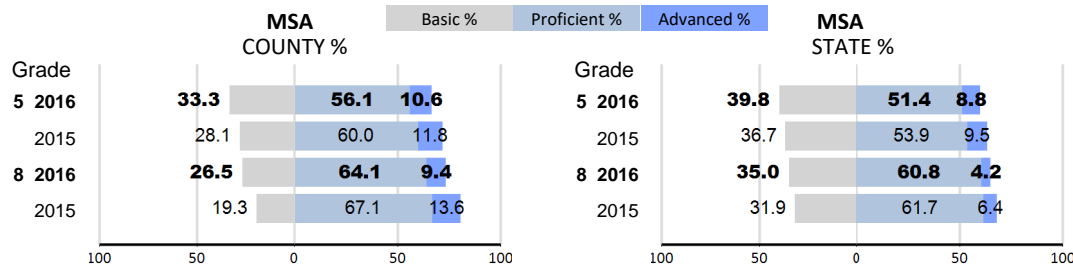
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Saint Mary's County

## MSA Science Proficiency Levels

Science

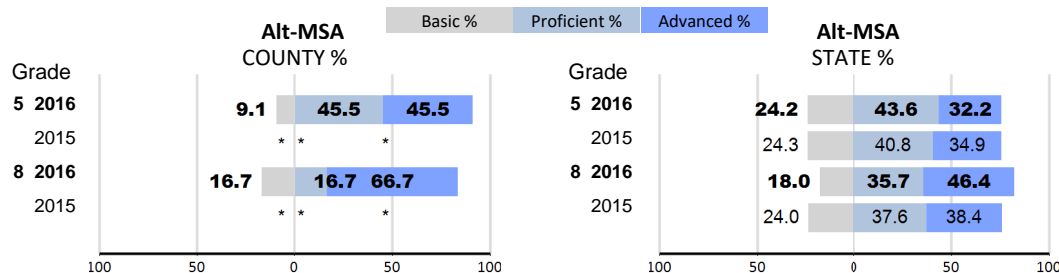


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.



# Somerset County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.5	94.8	95.6	95.4
Middle	93.5	93.7	95.1	95.0
High	92.5	92.3	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	82.58		87.61	
2015 (4-Year Rate)		87.98		86.98
2015 (5-Year Rate)	89.07		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	30.9	44.2	25.6	27.4
Advanced Professional	49.4	53.9	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.6	0.6	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	4.3	7.1	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	2.4	1.1	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	7.2	12.7	17.1	17.7

			Performance Level																					
			Level 1				Level 2				Level 3				Level 4				Level 5					
			Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
			TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
			County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	207	67758	36	14642	17.4	21.6	53	12875	25.6	19.0	59	14832	28.5	21.9	55	22400	26.6	33.1	*	3009	≤5.0	4.4		
	221	65915	27	9423	12.2	14.3	64	12473	29.0	18.9	69	17407	31.2	26.4	57	21111	25.8	32.0	*	5501	≤5.0	8.3		
English/Language Arts 4																								
English/Language Arts 5	193	64302	29	8361	15.0	13.0	52	13596	26.9	21.1	60	17021	31.1	26.5	51	23274	26.4	36.2	*	2050	≤5.0	3.2		
English/Language Arts 6	199	63151	16	8417	8.0	13.3	48	12845	24.1	20.3	83	18481	41.7	29.3	49	20609	24.6	32.6	*	2799	≤5.0	4.4		
English/Language Arts 7	202	62649	14	10082	6.9	16.1	39	12051	19.3	19.2	73	15795	36.1	25.2	59	18566	29.2	29.6	17	6155	8.4	9.8		
English/Language Arts 8	196	62048	34	10980	17.3	17.7	44	11918	22.4	19.2	50	15200	25.5	24.5	59	20236	30.1	32.6	*	3714	≤5.0	6.0		
English/Language Arts 10	189	63105	25	13802	13.2	21.9	24	9163	12.7	14.5	40	12114	21.2	19.2	75	18946	39.7	30.0	25	9080	13.2	14.4		
English/Language Arts 11	124	20201	18	4137	14.5	20.5	26	3906	21.0	19.3	45	4634	36.3	22.9	33	5808	26.6	28.8	*	1716	≤5.0	8.5		
Mathematics 3	208	67892	26	9452	12.5	13.9	45	12764	21.6	18.8	47	15776	22.6	23.2	76	22745	36.5	33.5	14	7155	6.7	10.5		
Mathematics 4	222	66022	34	9656	15.3	14.6	85	15482	38.3	23.4	70	16445	31.5	24.9	31	21850	14.0	33.1	*	2589	≤5.0	3.9		
Mathematics 5	193	64423	25	7918	13.0	12.3	53	15879	27.5	24.6	71	17049	36.8	26.5	40	19815	20.7	30.8	*	3762	≤5.0	5.8		
Mathematics 6	199	63022	20	9504	10.1	15.1	77	16028	38.7	25.4	65	16946	32.7	26.9	36	17570	18.1	27.9	*	2974	≤5.0	4.7		
Mathematics 7	205	53710	15	8059	7.3	15.0	63	15190	30.7	28.3	95	17456	46.3	32.5	30	11999	14.6	22.3	*	1006	≤5.0	1.9		
Mathematics 8	195	43366	61	12915	31.3	29.8	69	11633	35.4	26.8	47	9317	24.1	21.5	18	8332	9.2	19.2	*	1169	≤5.0	2.7		
Algebra I	210	67151	40	10068	19.0	15.0	73	16817	34.8	25.0	54	16342	25.7	24.3	42	22186	20.0	33.0	*	1738	≤5.0	2.6		
Algebra II	49	22684	19	7296	38.8	32.2	21	4869	42.9	21.5	6	4450	12.2	19.6	3	5694	6.1	25.1	*	375	≤5.0	1.7		

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	224	*	>= 95.0	207	*	>= 95.0
English/Language Arts 4	206	*	>= 95.0	222	*	>= 95.0
English/Language Arts 5	223	*	>= 95.0	194	*	>= 95.0
English/Language Arts 6	209	*	>= 95.0	200	*	>= 95.0
English/Language Arts 7	182	*	>= 95.0	204	*	>= 95.0
English/Language Arts 8	208	*	>= 95.0	199	*	>= 95.0
Mathematics 3	223	*	>= 95.0	208	*	>= 95.0
Mathematics 4	206	*	>= 95.0	222	*	>= 95.0
Mathematics 5	223	*	>= 95.0	194	*	>= 95.0
Mathematics 6	209	*	>= 95.0	200	*	>= 95.0
Mathematics 7	182	*	>= 95.0	205	*	>= 95.0
Mathematics 8	208	*	>= 95.0	198	*	>= 95.0

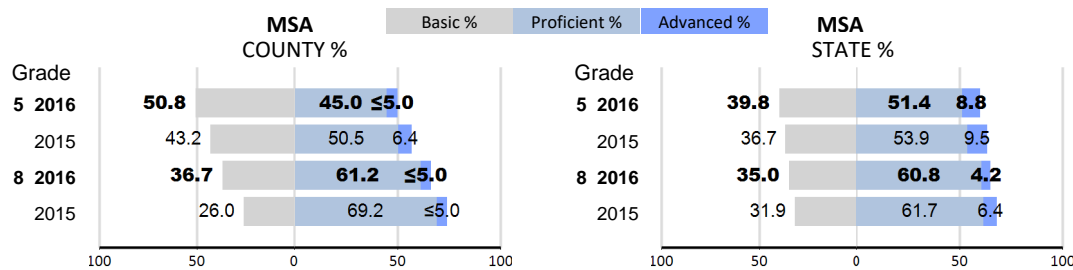
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Somerset County

## MSA Science Proficiency Levels

Science

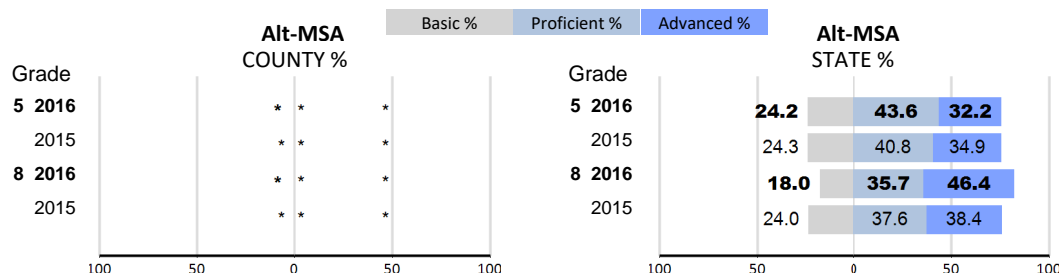


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	93.3	93.4	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	85.51		87.61	
2015 (4-Year Rate)		93.25		86.98
2015 (5-Year Rate)	93.57		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	33.3	36.7	25.6	27.4
Advanced Professional	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

Performance Level																			
Level 1				Level 2				Level 3				Level 4				Level 5			
Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
78	14642	22.8	21.6	72	12875	21.1	19.0	63	14832	18.4	21.9	110	22400	32.2	33.1	19	3009	5.6	4.4
41	9423	12.1	14.3	47	12473	13.8	18.9	94	17407	27.6	26.4	133	21111	39.1	32.0	25	5501	7.4	8.3
33	8361	10.4	13.0	56	13596	17.6	21.1	75	17021	23.6	26.5	145	23274	45.6	36.2	*	2050	≤5.0	3.2
42	8417	13.2	13.3	71	12845	22.3	20.3	128	18481	40.1	29.3	74	20609	23.2	32.6	*	2799	≤5.0	4.4
38	10082	11.9	16.1	60	12051	18.9	19.2	87	15795	27.4	25.2	102	18566	32.1	29.6	31	6155	9.7	9.8
42	10980	12.2	17.7	72	11918	20.9	19.2	84	15200	24.3	24.5	131	20236	38.0	32.6	*	3714	≤5.0	6.0
53	13802	15.2	21.9	43	9163	12.3	14.5	74	12114	21.2	19.2	125	18946	35.8	30.0	54	9080	15.5	14.4
38	9452	11.1	13.9	71	12764	20.7	18.8	87	15776	25.4	23.2	124	22745	36.2	33.5	23	7155	6.7	10.5
21	9656	6.1	14.6	95	15482	27.8	23.4	91	16445	26.6	24.9	130	21850	38.0	33.1	*	2589	≤5.0	3.9
*	7918	≤5.0	12.3	77	15879	23.9	24.6	98	17049	30.4	26.5	121	19815	37.6	30.8	*	3762	≤5.0	5.8
48	9504	15.0	15.1	75	16028	23.4	25.4	119	16946	37.2	26.9	76	17570	23.8	27.9	*	2974	≤5.0	4.7
32	8059	10.0	15.0	83	15190	26.0	28.3	114	17456	35.7	32.5	85	11999	26.6	22.3	*	1006	≤5.0	1.9
62	12915	24.0	29.8	88	11633	34.1	26.8	79	9317	30.6	21.5	29	8332	11.2	19.2	*	1169	≤5.0	2.7
40	10068	11.8	15.0	81	16817	24.0	25.0	88	16342	26.0	24.3	127	22186	37.6	33.0	*	1738	≤5.0	2.6

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

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Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

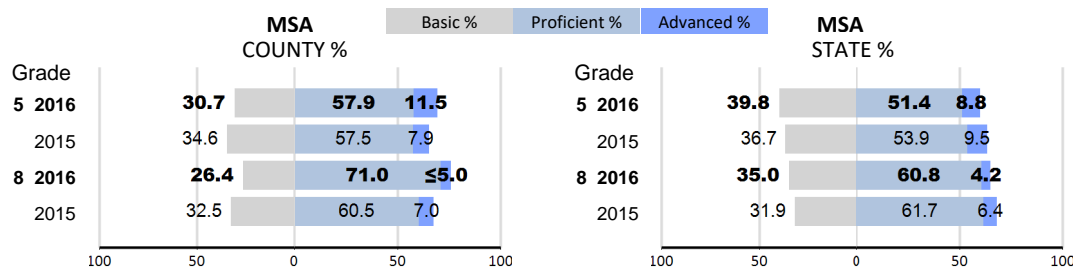
Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	343	*	>= 95.0	345	*	>= 95.0
English/Language Arts 4	322	*	>= 95.0	344	*	>= 95.0
English/Language Arts 5	318	*	>= 95.0	322	*	>= 95.0
English/Language Arts 6	326	*	>= 95.0	320	*	>= 95.0
English/Language Arts 7	349	*	>= 95.0	321	*	>= 95.0
English/Language Arts 8	326	*	>= 95.0	349	*	>= 95.0
Mathematics 3	341	*	>= 95.0	345	*	>= 95.0
Mathematics 4	323	*	>= 95.0	344	*	>= 95.0
Mathematics 5	319	*	>= 95.0	323	*	>= 95.0
Mathematics 6	326	*	>= 95.0	320	*	>= 95.0
Mathematics 7	349	*	>= 95.0	319	*	>= 95.0
Mathematics 8	226	*	>= 95.0	260	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

## MSA Science Proficiency Levels

Science

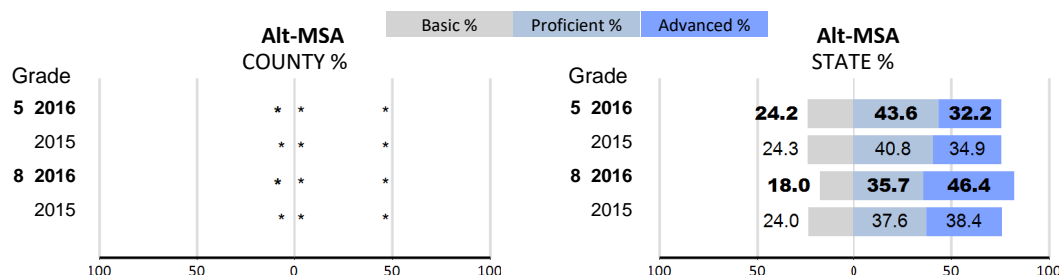


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# The SEED School of Maryland

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	*	*	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	≥ 95.0	≥ 95.0	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	≥ 95.00		87.61	
2015 (4-Year Rate)		85.29		86.98
2015 (5-Year Rate)	88.24		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	13.2	15.6	25.6	27.4
Advanced Professional	44.7	62.5	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	7.9	9.4	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	12.9	3.7	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	3.7	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
TESTED		Count		%		Count		%		Count		%		Count		%		Count		%			
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State		
English/Language Arts 6	60	63151	23	8417	38.3	13.3	17	12845	28.3	20.3	17	18481	28.3	29.3	*	20609	≤5.0	32.6	*	2799	≤5.0	4.4	
English/Language Arts 7	52	62649	17	10082	32.7	16.1	12	12051	23.1	19.2	16	15795	30.8	25.2	7	18566	13.5	29.6	*	6155	≤5.0	9.8	
English/Language Arts 8	71	62048	27	10980	38.0	17.7	23	11918	32.4	19.2	15	15200	21.1	24.5	6	20236	8.5	32.6	*	3714	≤5.0	6.0	
English/Language Arts 10	45	63105	18	13802	40.0	21.9	8	9163	17.8	14.5	13	12114	28.9	19.2	6	18946	13.3	30.0	*	9080	≤5.0	14.4	
Mathematics 6	61	63022	18	9504	29.5	15.1	32	16028	52.5	25.4	9	16946	14.8	26.9	*	17570	≤5.0	27.9	*	2974	≤5.0	4.7	
Mathematics 7	53	53710	9	8059	17.0	15.0	20	15190	37.7	28.3	13	17456	24.5	32.5	11	11999	20.8	22.3	*	1006	≤5.0	1.9	
Mathematics 8	73	43366	24	12915	32.9	29.8	20	11633	27.4	26.8	20	9317	27.4	21.5	9	8332	12.3	19.2	*	1169	≤5.0	2.7	
Algebra I	66	67151	15	10068	22.7	15.0	28	16817	42.4	25.0	16	16342	24.2	24.3	7	22186	10.6	33.0	*	1738	≤5.0	2.6	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 6	64	59	92.2	61	*	>= 95.0
English/Language Arts 7	77	69	89.6	55	52	94.5
English/Language Arts 8	74	*	>= 95.0	73	*	>= 95.0
Mathematics 6	64	58	90.6	61	*	>= 95.0
Mathematics 7	77	72	93.5	55	*	>= 95.0
Mathematics 8	74	*	>= 95.0	73	*	>= 95.0

Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

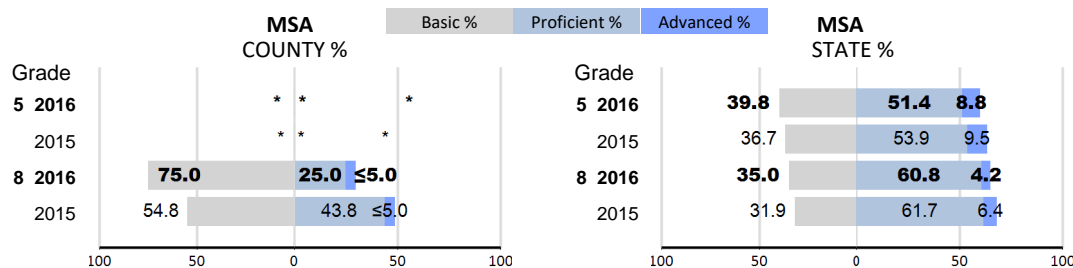
This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.



# The SEED School of Maryland

## MSA Science Proficiency Levels

Science

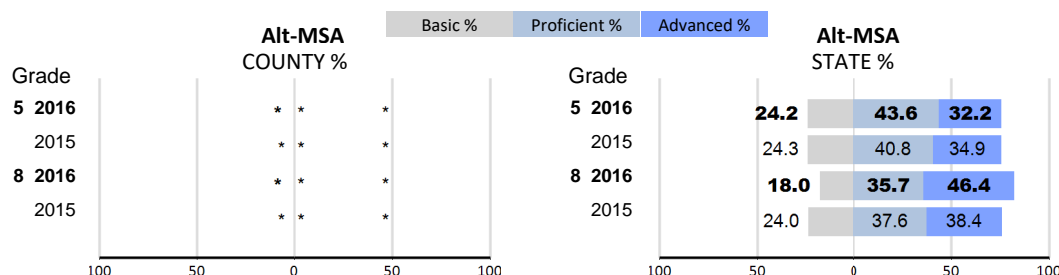


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Washington County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	94.6	95.1	95.0
High	93.8	93.9	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	91.06		87.61	
2015 (4-Year Rate)		91.16		86.98
2015 (5-Year Rate)	92.20		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	27.3	30.4	25.6	27.4
Advanced Professional	64.0	68.2	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.4	0.5	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	5.3	5.5	8.9	8.4
Elementary Low Poverty	4.2	1.4	3.3	2.9
Elementary High Poverty	0.5	2.4	11.2	10.5
Secondary Low Poverty	9.2	*	7.0	6.7
Secondary High Poverty	5.4	8.8	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
		County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1797	67758	367	14642	20.4	21.6	391	12875	21.8	19.0	458	14832	25.5	21.9	521	22400	29.0	33.1	*	3009	≤5.0	4.4	
English/Language Arts 4	1712	65915	221	9423	12.9	14.3	318	12473	18.6	18.9	467	17407	27.3	26.4	597	21111	34.9	32.0	109	5501	6.4	8.3	
English/Language Arts 5	1651	64302	216	8361	13.1	13.0	353	13596	21.4	21.1	472	17021	28.6	26.5	568	23274	34.4	36.2	*	2050	≤5.0	3.2	
English/Language Arts 6	1619	63151	190	8417	11.7	13.3	346	12845	21.4	20.3	541	18481	33.4	29.3	499	20609	30.8	32.6	*	2799	≤5.0	4.4	
English/Language Arts 7	1691	62649	252	10082	14.9	16.1	373	12051	22.1	19.2	433	15795	25.6	25.2	502	18566	29.7	29.6	131	6155	7.7	9.8	
English/Language Arts 8	1659	62048	285	10980	17.2	17.7	313	11918	18.9	19.2	410	15200	24.7	24.5	567	20236	34.2	32.6	84	3714	5.1	6.0	
English/Language Arts 10	1745	63105	260	13802	14.9	21.9	219	9163	12.6	14.5	348	12114	19.9	19.2	589	18946	33.8	30.0	329	9080	18.9	14.4	
English/Language Arts 11	1377	20201	143	4137	10.4	20.5	175	3906	12.7	19.3	338	4634	24.5	22.9	548	5808	39.8	28.8	173	1716	12.6	8.5	
Mathematics 3	1797	67892	302	9452	16.8	13.9	406	12764	22.6	18.8	474	15776	26.4	23.2	520	22745	28.9	33.5	95	7155	5.3	10.5	
Mathematics 4	1716	66022	258	9656	15.0	14.6	442	15482	25.8	23.4	503	16445	29.3	24.9	496	21850	28.9	33.1	*	2589	≤5.0	3.9	
Mathematics 5	1653	64423	201	7918	12.2	12.3	424	15879	25.7	24.6	492	17049	29.8	26.5	479	19815	29.0	30.8	*	3762	≤5.0	5.8	
Mathematics 6	1620	63022	212	9504	13.1	15.1	400	16028	24.7	25.4	509	16946	31.4	26.9	460	17570	28.4	27.9	*	2974	≤5.0	4.7	
Mathematics 7	1688	53710	165	8059	9.8	15.0	432	15190	25.6	28.3	608	17456	36.0	32.5	440	11999	26.1	22.3	*	1006	≤5.0	1.9	
Mathematics 8	921	43366	296	12915	32.1	29.8	301	11633	32.7	26.8	233	9317	25.3	21.5	91	8332	9.9	19.2	*	1169	≤5.0	2.7	
Algebra I	1905	67151	249	10068	13.1	15.0	521	16817	27.3	25.0	523	16342	27.5	24.3	568	22186	29.8	33.0	*	1738	≤5.0	2.6	
Algebra II	1249	22684	230	7296	18.4	32.2	256	4869	20.5	21.5	349	4450	27.9	19.6	403	5694	32.3	25.1	*	375	≤5.0	1.7	
Geometry	*	6267	*	691	*	11.0	*	1692	*	27.0	*	1436	*	22.9	*	1944	*	31.0	*	504	*	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1678	*	>= 95.0	1806	*	>= 95.0
English/Language Arts 4	1627	*	>= 95.0	1724	*	>= 95.0
English/Language Arts 5	1624	*	>= 95.0	1666	*	>= 95.0
English/Language Arts 6	1690	*	>= 95.0	1628	*	>= 95.0
English/Language Arts 7	1697	*	>= 95.0	1705	*	>= 95.0
English/Language Arts 8	1606	*	>= 95.0	1675	*	>= 95.0
Mathematics 3	1680	*	>= 95.0	1805	*	>= 95.0
Mathematics 4	1628	*	>= 95.0	1726	*	>= 95.0
Mathematics 5	1620	*	>= 95.0	1668	*	>= 95.0
Mathematics 6	1686	*	>= 95.0	1629	*	>= 95.0
Mathematics 7	1692	*	>= 95.0	1704	*	>= 95.0
Mathematics 8	882	*	>= 95.0	936	*	>= 95.0

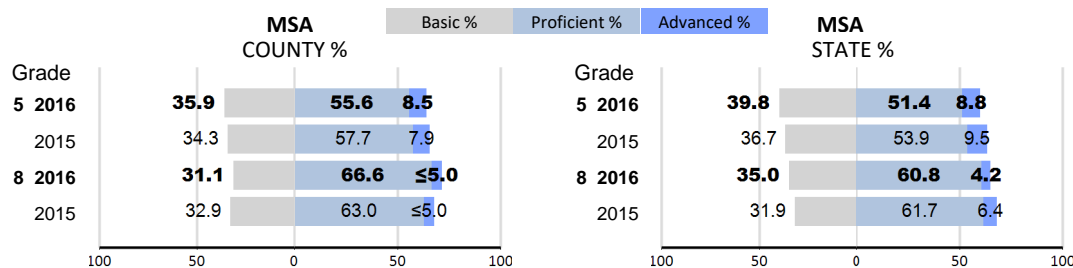
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Washington County

## MSA Science Proficiency Levels

Science

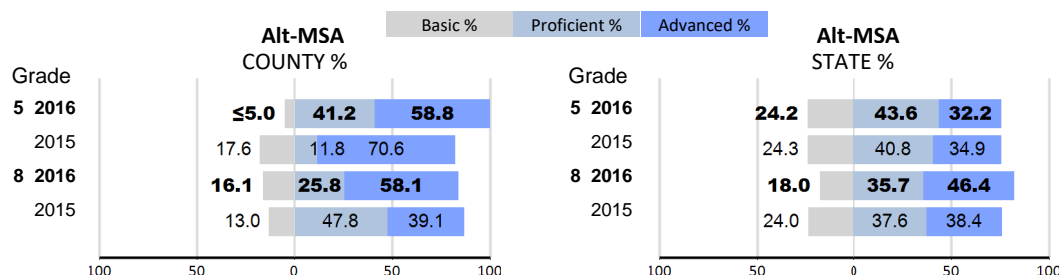


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

# Wicomico County

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.1	94.0	95.1	95.0
High	91.8	92.7	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	81.51		87.61	
2015 (4-Year Rate)		83.53		86.98
2015 (5-Year Rate)	85.21		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	30.9	32.2	25.6	27.4
Advanced Professional	59.3	64.2	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	1.9	2.3	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	6.7	8.3	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	1.0	0.0	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	10.1	11.9	17.1	17.7

			Performance Level																			
			Level 1				Level 2				Level 3				Level 4				Level 5			
			Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
TESTED			Count		%		Count		%		Count		%		Count		%		Count		%	
CountyState			County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1249	67758	279	14642	22.3	21.6	268	12875	21.5	19.0	314	14832	25.1	21.9	335	22400	26.8	33.1	*	3009	≤5.0	4.4
	1122	65915	143	9423	12.7	14.3	235	12473	20.9	18.9	318	17407	28.3	26.4	353	21111	31.5	32.0	73	5501	6.5	8.3
English/Language Arts 4	970	64302	140	8361	14.4	13.0	256	13596	26.4	21.1	300	17021	30.9	26.5	260	23274	26.8	36.2	*	2050	≤5.0	3.2
English/Language Arts 5	988	63151	138	8417	14.0	13.3	277	12845	28.0	20.3	255	18481	25.8	29.3	277	20609	28.0	32.6	*	2799	≤5.0	4.4
English/Language Arts 6	1009	62649	183	10082	18.1	16.1	220	12051	21.8	19.2	243	15795	24.1	25.2	269	18566	26.7	29.6	94	6155	9.3	9.8
English/Language Arts 7	953	62048	209	10980	21.9	17.7	207	11918	21.7	19.2	258	15200	27.1	24.5	252	20236	26.4	32.6	*	3714	≤5.0	6.0
English/Language Arts 8	972	63105	229	13802	23.6	21.9	143	9163	14.7	14.5	213	12114	21.9	19.2	281	18946	28.9	30.0	106	9080	10.9	14.4
Mathematics 3	1259	67892	130	9452	10.3	13.9	255	12764	20.3	18.8	338	15776	26.8	23.2	426	22745	33.8	33.5	110	7155	8.7	10.5
Mathematics 4	1127	66022	174	9656	15.4	14.6	297	15482	26.4	23.4	323	16445	28.7	24.9	316	21850	28.0	33.1	*	2589	≤5.0	3.9
Mathematics 5	977	64423	146	7918	14.9	12.3	270	15879	27.6	24.6	265	17049	27.1	26.5	271	19815	27.7	30.8	*	3762	≤5.0	5.8
Mathematics 6	998	63022	125	9504	12.5	15.1	288	16028	28.9	25.4	294	16946	29.5	26.9	266	17570	26.7	27.9	*	2974	≤5.0	4.7
Mathematics 7	1013	53710	136	8059	13.4	15.0	264	15190	26.1	28.3	306	17456	30.2	32.5	278	11999	27.4	22.3	*	1006	≤5.0	1.9
Mathematics 8	782	43366	214	12915	27.4	29.8	215	11633	27.5	26.8	209	9317	26.7	21.5	144	8332	18.4	19.2	*	1169	≤5.0	2.7
Algebra I	995	67151	185	10068	18.6	15.0	251	16817	25.2	25.0	258	16342	25.9	24.3	277	22186	27.8	33.0	*	1738	≤5.0	2.6
Algebra II	617	22684	200	7296	32.4	32.2	219	4869	35.5	21.5	146	4450	23.7	19.6	52	5694	8.4	25.1	*	375	≤5.0	1.7
Geometry	*	6267	*	691	*	11.0	*	1692	*	27.0	*	1436	*	22.9	*	1944	*	31.0	*	504	*	8.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	1099	*	>= 95.0	1260	*	>= 95.0
English/Language Arts 4	1132	*	>= 95.0	1132	*	>= 95.0
English/Language Arts 5	963	*	>= 95.0	981	*	>= 95.0
English/Language Arts 6	989	*	>= 95.0	1002	*	>= 95.0
English/Language Arts 7	973	*	>= 95.0	1018	*	>= 95.0
English/Language Arts 8	984	*	>= 95.0	972	*	>= 95.0
Mathematics 3	1099	*	>= 95.0	1259	*	>= 95.0
Mathematics 4	1131	*	>= 95.0	1131	*	>= 95.0
Mathematics 5	962	*	>= 95.0	980	*	>= 95.0
Mathematics 6	989	*	>= 95.0	1001	*	>= 95.0
Mathematics 7	973	*	>= 95.0	1016	*	>= 95.0
Mathematics 8	720	*	>= 95.0	793	*	>= 95.0

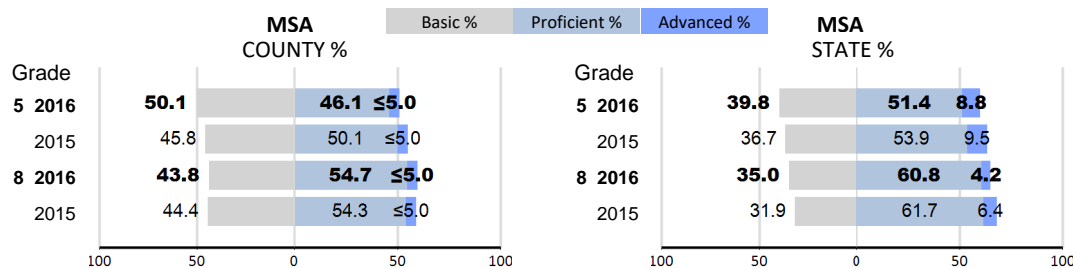
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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Wicomico County

## MSA Science Proficiency Levels

Science

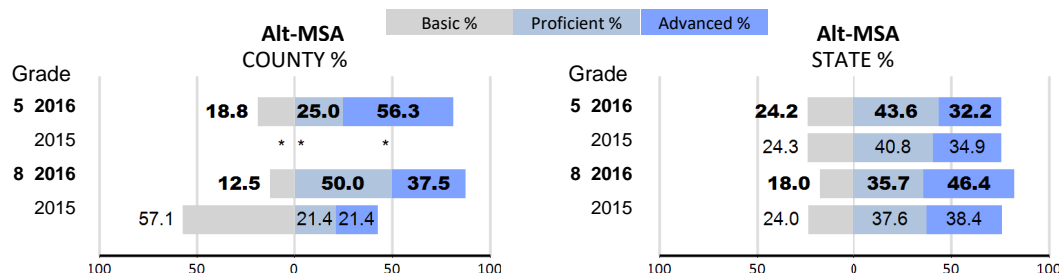


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Attendance Rate %	County		State	
	2016	2015	2016	2015
Elementary	94.5	≥ 95.0	95.6	95.4
Middle	94.0	94.5	95.1	95.0
High	91.7	92.4	92.4	92.4

Cohort Graduation Rate%				
2016 (4-Year Rate)	91.65		87.61	
2015 (4-Year Rate)		93.10		86.98
2015 (5-Year Rate)	93.30		89.11	

Teacher Qualifications	County		State	
	2016	2015	2016	2015
% of certificates:				
Standard Professional	23.5	24.3	25.6	27.4
Advanced Professional	70.7	73.8	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.3	0.7	1.5	1.5

% of classes NOT taught by highly qualified teachers				
All Quartiles	3.3	3.6	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
		County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	474	67758	30	14642	6.3	21.6	57	12875	12.0	19.0	92	14832	19.4	21.9	224	22400	47.3	33.1	71	3009	15.0	4.4	
English/Language Arts 4	430	65915	*	9423	≤5.0	14.3	35	12473	8.1	18.9	97	17407	22.6	26.4	180	21111	41.9	32.0	104	5501	24.2	8.3	
English/Language Arts 5	486	64302	53	8361	10.9	13.0	86	13596	17.7	21.1	138	17021	28.4	26.5	199	23274	40.9	36.2	*	2050	≤5.0	3.2	
English/Language Arts 6	461	63151	*	8417	≤5.0	13.3	55	12845	11.9	20.3	106	18481	23.0	29.3	232	20609	50.3	32.6	45	2799	9.8	4.4	
English/Language Arts 7	487	62649	30	10082	6.2	16.1	64	12051	13.1	19.2	132	15795	27.1	25.2	174	18566	35.7	29.6	87	6155	17.9	9.8	
English/Language Arts 8	441	62048	25	10980	5.7	17.7	41	11918	9.3	19.2	83	15200	18.8	24.5	222	20236	50.3	32.6	70	3714	15.9	6.0	
English/Language Arts 10	488	63105	70	13802	14.3	21.9	69	9163	14.1	14.5	94	12114	19.3	19.2	181	18946	37.1	30.0	74	9080	15.2	14.4	
English/Language Arts 11	503	20201	47	4137	9.3	20.5	59	3906	11.7	19.3	114	4634	22.7	22.9	203	5808	40.4	28.8	80	1716	15.9	8.5	
Mathematics 3	475	67892	*	9452	≤5.0	13.9	49	12764	10.3	18.8	80	15776	16.8	23.2	216	22745	45.5	33.5	111	7155	23.4	10.5	
Mathematics 4	430	66022	*	9656	≤5.0	14.6	63	15482	14.7	23.4	105	16445	24.4	24.9	221	21850	51.4	33.1	27	2589	6.3	3.9	
Mathematics 5	487	64423	56	7918	11.5	12.3	98	15879	20.1	24.6	130	17049	26.7	26.5	176	19815	36.1	30.8	27	3762	5.5	5.8	
Mathematics 6	460	63022	51	9504	11.1	15.1	85	16028	18.5	25.4	148	16946	32.2	26.9	158	17570	34.3	27.9	*	2974	≤5.0	4.7	
Mathematics 7	483	53710	33	8059	6.8	15.0	98	15190	20.3	28.3	172	17456	35.6	32.5	161	11999	33.3	22.3	*	1006	≤5.0	1.9	
Mathematics 8	319	43366	30	12915	9.4	29.8	78	11633	24.5	26.8	86	9317	27.0	21.5	117	8332	36.7	19.2	*	1169	≤5.0	2.7	
Algebra I	531	67151	*	10068	≤5.0	15.0	99	16817	18.6	25.0	136	16342	25.6	24.3	255	22186	48.0	33.0	*	1738	≤5.0	2.6	
Algebra II	277	22684	19	7296	6.9	32.2	36	4869	13.0	21.5	61	4450	22.0	19.6	147	5694	53.1	25.1	14	375	5.1	1.7	
Geometry	848	6267	*	691	≤5.0	11.0	238	1692	28.1	27.0	318	1436	37.5	22.9	243	1944	28.7	31.0	*	504	≤5.0	8.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations



## PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	430	*	>= 95.0	478	*	>= 95.0
English/Language Arts 4	480	*	>= 95.0	432	*	>= 95.0
English/Language Arts 5	467	*	>= 95.0	487	*	>= 95.0
English/Language Arts 6	497	*	>= 95.0	462	*	>= 95.0
English/Language Arts 7	429	*	>= 95.0	491	*	>= 95.0
English/Language Arts 8	512	*	>= 95.0	442	*	>= 95.0
Mathematics 3	430	*	>= 95.0	478	*	>= 95.0
Mathematics 4	480	*	>= 95.0	432	*	>= 95.0
Mathematics 5	467	*	>= 95.0	487	*	>= 95.0
Mathematics 6	496	*	>= 95.0	462	*	>= 95.0
Mathematics 7	428	*	>= 95.0	488	*	>= 95.0
Mathematics 8	347	*	>= 95.0	321	*	>= 95.0

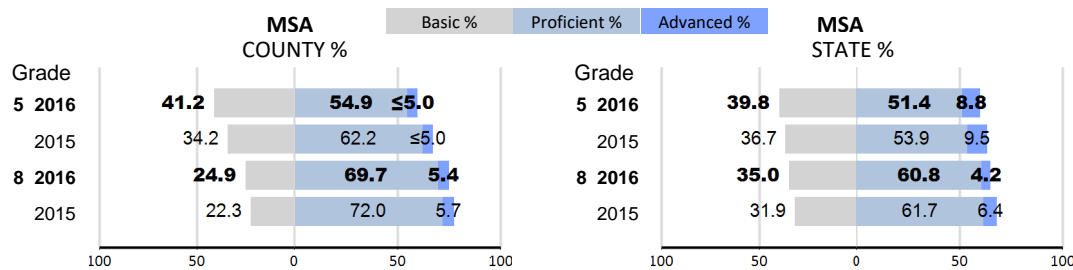
Visit [Report.msde.maryland.gov](http://Report.msde.maryland.gov) for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

# Worcester County

## MSA Science Proficiency Levels

Science

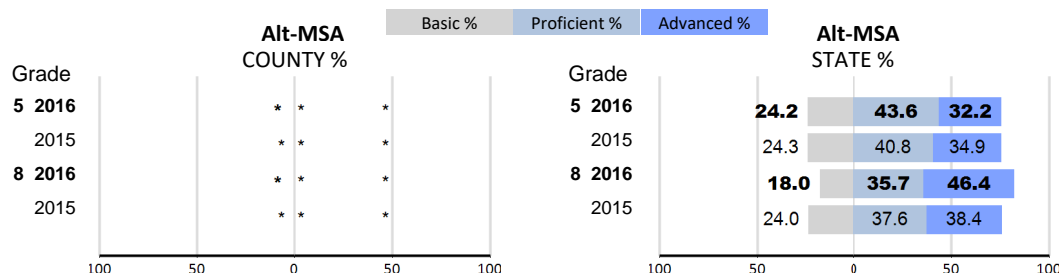


### Maryland School Assessment (MSA) Science

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology\* High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

## Alt-MSA Science Proficiency Levels

Science



### Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band\*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\* Data not available at date of publication.

#### Science:

**Basic %** Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.

**Proficient %** Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

**Advanced %** Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.